COLLEGE ENROLMENT BY COUNTIES

County	Total	County	Total
Adams	5	Lackawanna	1
Allegheny	250	Lancaster	4
Armstrong	81	Lawrence	22
Beaver	40	Lebanon	4
Bedford	8	Lehigh	2
Berks	2	Luzerne	1
Blair	54	Lycoming	1
Butler	19	McKean	9
Cambria	158	Mercer	16
Cameron	3	Mifflin	7
Carbon	2	Montgomery	1
Center	8	Northampton	5
Chester	2	Northumberland	1
Clarion	9	Perry	1
Clearfield	34	Philadelphia	1
Clinton	2	Schuylkill	1
Columbus	1	Somerset	51
Crawford	16	Union	1
Cumberland	3	Venango	28
Dauphin	10	Warren	15
Delaware	2	Washington	25
Elk	17	Westmoreland	126
Erie	15	York	11
Fayette	47		
Franklin	6		
Fulton	2	Total Pa. Students	1445
Greene	5	Out-of-State	10
Huntingdon	3		
Indiana	272		
Jefferson	35	Total	1455

First Semester 1948-1949

College Enrollment-full-time students	1455
The Pennsylvania State College Freshmen—full-time students	11
Student Nurses—full-time students	19
Part-Time Students:	
Saturday Campus Classes	119
Johnstown Extension Classes	31
Kittanning Extension Classes	44
Lilly Extension Classes	21
Total College Enrollment	1700
Enrollment in Campus Laboratory School	406
Enrollment Summer Sessions 1948:	
First Session	728
Second Session	503

TEACHERS COLLEGE BULLETIN

VOLUME 56 FEBRUARY, 1950 NUMBER 1

STATE TEACHERS COLLEGE

INDIANA, PENNSYLVANIA

CATALOGUE NUMBER

1950-1951

THIS COLLEGE IS ACCREDITED BY THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION and THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.

Issued Quarterly in February, May, August and November by the Trustees of the State Teachers College, Indiana, Pennsylvania. Entered as second-class matter, June 30, 1913, at the Post Office in Indiana, Pennsylvania, under Act of Congress, August 24, 1912.

COLLEGE CALENDAR

1950-1951

THE SUMMER SESSIONS

The First Session

Classes Begin ---------- Monday, June 5
Session Ends ---------- Friday, July 14

The Second Session

Classes Begin ---------- Monday, July 17
Session Ends ---------- Friday, August 25

FIRST SEMESTER 1950-1951

Registration of Freshmen ---------- Monday, September 11
(Details will be mailed)
Registration of Upperclassmen ---------- Tuesday, September 12
*Classes Begin with First Period----------Wednesday, September 13
Thanksgiving Recess Begins
at the Close of Classes ---------- Tuesday, November 21
Thanksgiving Recess Ends at 8:00 a.m. ---------Monday, November 27
Christmas Recess Begins at Noon----------Thursday, December 21
Christmas Recess Ends at 8:00 a.m.----------Wednesday, January 3
**First Semester Ends at the Close
of Final Examinations ----------Thursday, January 18
Last Meeting of Saturday Campus Classes-----Saturday, January 20

SECOND SEMESTER 1950-1951

Registration Tuesday and Wednesday---------- January 23 and 24
*Classes Begin ---------- Thursday, January 25
Easter Recess Begins at the
Close of Classes ---------- Friday, March 16
Easter Recess Ends at 8:00 a.m. ----------Wednesday, March 28
Alumni Day ---------- Saturday, May 26
Baccalaureate Services ---------- Sunday, May 27
**Commencement ---------- Monday, May 28

---

* Student Teachers begin prior to this date, depending upon the Center to which assigned.

** Ending date for student teachers may vary, depending upon the school calendar at various Teaching Centers.

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

FRANCIS B. HAAS, *Superintendent of Public Instruction*

BUREAU OF TEACHER EDUCATION AND CERTIFICATION

HENRY KLONOWER, *Director*

JOHN K. TRAYER, *Assistant Director*

STANLEY A. WENGERT, *Assistant Director*

STATE COUNCIL OF EDUCATION

President and Chief Executive Officer, FRANCIS B. HAAS

MARCUS AARON ..... Pittsburgh
W. FLOYD CLINGER ..... Warren
ELSIE M. HECKMAN ..... Allentown
DONALD L. HELFFERICH ..... Collegeville
MILES HORST ..... Lebanon
ROBERT C. SHAW ..... Camp Hill
G. MORRIS SMITH ..... Selinsgrove
HERBERT J. STOCKTON ..... Johnstown
JOHN L. SULLIVAN ..... Philadelphia

BOARD OF TRUSTEES

HARRY F. CARSON, *President* ..... Saltsburg
MRS. MABEL WALLER MACK, *Vice-President* ..... Indiana
CYRUS W. DAVIS, *Secretary* ..... Conemaugh
STEELE CLARK ..... Cherry Tree
JOHN W. NEFF ..... Indiana
A. R. PECHAN ..... Ford City
MRS. EDNA BELL PIERCE ..... Indiana
WILLIAM M. RUDDOCK ..... Indiana
JOSEPH H. SHERIFF ..... Windber

JOHN ST. CLAIR, *Treasurer of the Board* ..... Indiana

ADMINISTRATIVE ORGANIZATION
OF THE COLLEGE

WILLIS E. PRATT ..... *President*
RALPH E. HEIGES ..... *Dean of Instruction*
JOHN E. DAVIS ..... *Director of Student Teaching, Laboratory School, and Placement*
W. M. WHITMYRE ..... *Dean of Men*
FLORENCE B. KIMBALL ..... *Dean of Women*

WILLIAM SCHUSTER ..... *Business Manager*
CLIFFORD M. BUTERBAUGH ..... *Ass't. to Business Manager*
MARY L. ESCH ..... *Registrar*
JOHN LINGENFELTER ..... *Treasurer of Co-operative Association and Manager of the Book Store*

W. W. EICHER ..... *Supt. of Maintenance and Construction*
OLIVE K. FOLGER ..... *Dietitian*
BLANCHE DAUGHERTY ..... *House Director*

CHARLES E. RINK ..... *Physician*
HAZEL OBER ..... *Nurse*
JANE BLUE ..... *Nurse*

DIRECTORS OF DIVISIONS

IRENE RUSSELL ..... *Elementary Education*
JOY MAHACHEK ..... *Secondary Education*

DIRECTORS OF SPECIAL DEPARTMENTS

ORVAL KIPP ..... *Art Education*
G. G. HILL ..... *Business Education*
OPAL T. RHODES ..... *Home Economics Education*
CLEL T. SILVEY ..... *Music Education*

HEADS OF DEPARTMENTS

RALPH B. BEARD ..... *Assistant to Dean of Instruction, Education*
RHODES R. STABLEY ..... *English and Speech*
EDWARD W. BIEGHLER ..... *Foreign Languages*
L. C. DAVIS ..... *Geography*
GEORGE P. MILLER ..... *Health Education*
ROBERT GRAZIER ..... *Library*
JOY MAHACHEK ..... *Mathematics*
DWIGHT SOLLBERGER ..... *Science*
W. M. WHITMYRE ..... *Social Studies*

SPECIAL CLINICS

GUY PRATT DAVIS ..... *Director of Psycho-Education Bureau*
CHARLES F. DIEHL ..... *Speech Clinic*

THE FACULTY

WILLIS E. PRATT — *President*
A.B. Allegheny College; A.M., Ph.D., University of Pittsburgh

RALPH B. BEARD — *Education, Assistant to Dean of Instruction*
B.S., Bucknell University; A.M., Columbia University

LOLA A. BEELAR — *Music Education*
B.S., Columbia University; A.M., University of Pittsburgh

ETHEL A. BELDEN — *Social Studies*
B.S., A.M., Columbia University; M.S., Temple University

WILLIS H. BELL — *Science*
B.S., Grove City College; Ph.D., University of Chicago

MAE MARIE BENNETT — *Home Economics*
B.S., University of Tennessee; A.M., Columbia University

EDWARD W. BIEGHLER — *Foreign Languages*
B.A., M.A., University of Oregon; Ph.D., Ohio State University

LOIS C. BLAIR — *Keith School*
A.B., Grove City College; Ed.M., Pennsylvania State College

ABIGAIL C. BOARDMAN — *Speech*
B.L.I., Emerson College; A.B., M.A., Colorado College of Education; Ph.D., University of Wisconsin.

AAGOT M. K. BORGE — *Music Education*
B.M., A.M., University of Wisconsin

AGNES MARIE BOTHNE — *Music Education*
A.B., University of Minnesota; M. Mus., Northwestern University.

RUTH V. BRENNEMAN — *Chemistry*
Ph.B., University of Chicago; A.M., Columbia University

ROBERT W. BURGGRAF — *Music Education*
B.S., Columbia University; A.M., University of Kentucky

HAROLD L. CAMP — *Education*
A.B., Grinnell College; A.M., Cornell University; Ph.D., State University of Iowa

CATHERINE C. CARL — *Music Education*
Mus.B., Oberlin Conservatory of Music; A.M., Indiana University

TOBIAS O. CHEW — *Education*
B.S., M.S., Adrian College; A.M., University of Pittsburgh

J. STANLEY COOK — *English*
A.B., University of Pittsburgh; A.M., University of Pennsylvania

RALPH W. CORDIER — *Social Studies*
A.B., Manchester College; A.M., Ph.D., Ohio State University

ETHEL COUGHLIN — *Keith School*
B.S., State Teachers College, Indiana, Pennsylvania; Ed.M., University of Pittsburgh

CHARLES A. DAVIS — *Music Education*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., New York University

GUY PRATT DAVIS — *Education*
B.S., Columbia University; Ed.M.. Ed.D., Harvard University

JOHN E. DAVIS — *Director of Laboratory School*
A.B., Pennsylvania State College; A.M., University of Pittsburgh

LAWRENCE C. DAVIS *Geography*
A.B., North Dakota State Teachers College; M.S., University of Chicago

CHARLES F. DIEHL *Speech*
A.B., Muhlenberg College; A.M., Ph.D., Pennsylvania State College

BEATTY H. DIMIT *Chemistry*
B.S., Pennsylvania State College; M.S., University of Michigan; Ph.D., Columbia University

ALBERT E. DRUMHELLER *Business Education*
B.S., State Teachers College, Indiana, Pennsylvania; Ed.M., University of Pittsburgh

GLADYS DUNKELBERGER *Music Education*
B.M., Bethany College, Lindsborg, Kansas; Mus.M., Northwestern University

GORDON M. DUNNING *Physics*
M.S., Ed.D., Syracuse University

LENA ELLENBERGER *Health and Physical Education*
B.S., State Teachers College, Emporia, Kansas; A.M., Columbia University

WILBER EMMERT *Visual Education*
A.B., Peru State Teachers College; A.M., University of Chicago

ROBERT W. ENSLEY *Speech*
A.B., Ohio Wesleyan University; A.M., Columbia University

ETHEL L. FARRELL *Business Education*
B.S., Valparaiso University; A.M., University of Chicago

CLINTON M. FILE *Business Education*
B.S., James Millikin University; A.M., University of Chicago; Ed.D., New York University

ELSIE G. GARLOW *Business Education*
B.S., State Teachers College, Indiana, Pennsylvania; Ed.M., University of Pittsburgh

ALMA MUNSON GASSLANDER *Art Education*
Ph.B., Hamline University; A.M., Columbia University

MARGARET GISOLO *Health and Physical Education*
B.S., Indiana State Teachers College, Terre Haute, Indiana; A.M., New York University

ROBERT T. GRAZIER *Librarian*
A.B., Oberlin College; B.L.S., Western Reserve University; A.M., Pennsylvania State College

S. TREVOR HADLEY *Education*
B.S., State Teachers College, Indiana, Pennsylvania; Ed.M., University of Pittsburgh

HELEN DORCAS HALL *Social Studies, Assistant Dean of Women*
B.A., Allegheny College; A.M., Columbia University; Ph.D., University of Pittsburgh

MALINDA HAMBLEN *Health and Physical Education*
A.B., Cornell University; A.M., New York University

EDNA HAYS *English*
A.B., Kentucky Wesleyan College; A.M., Ph.D., Columbia University

LEOLA T. HAYES — *Home Economics*
B.S., M.S. in Ed., Temple University

RALPH E. HEIGES — *Dean of Instruction*
A.B., Ursinus College; A.M., Ph.D., Columbia University

G. G. HILL — *Director of Business Education Department*
A.B., Western Maryland College; M.C.Ed., Susquehanna University; A.M., University of Pittsburgh

EARL SAMUEL HOENSTINE — *Keith School*
B.S., State Teachers College, Indiana, Pennsylvania; Ed.M., Pennsylvania State College

DONALD E. HOFFMASTER — *Biology*
B.S., State Teachers College, Slippery Rock, Pennsylvania; M.S., Cornell University; Ph.D., University of West Virginia

THOMAS J. HUGHES — *Music Education*
B.S., A.M., New York University

MERRILL B. IAMS — *Biology*
B.S., Allegheny College; A.M., Columbia University

C. M. JOHNSON — *Social Studies*
A.B., Muskingum College; A.M., University of Chicago

FLORENCE B. KIMBALL — *Dean of Women*
A.B., Hood College; A.M., Columbia University

ORVAL KIPP — *Director of Art Department*
A.B., Carnegie Institute of Technology; A.M., Columbia University; Ph.D., University of Pittsburgh

IRENE LOY KOUGH — *Keith School*
B.S., New York University; A.M., Columbia University

LUCILLE J. LITTLEFIELD — *Assistant Librarian*
B.S., Simmons College; M.S., School of Library Service, Columbia University

P. DAVID LOTT — *Keith School*
B.S., State Teachers College, Indiana, Pennsylvania; Ed.M., Pennsylvania State College

REGIS A. MCKNIGHT — *Health and Physical Education*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

HELEN MCLEAN — *Keith School*
B.S., A.M., Columbia University

C. DAVID MCNAUGHTON — *Music*
A.B., Dickinson College; A.M., New York University; Diploma, Juilliard Graduate School

JOY MAHACHEK — *Mathematics, Director of Secondary Education Division*
A.B., Iowa State Teachers College; A.M., Columbia University; Ph.D., University of Pittsburgh

HELEN C. MERRIMAN — *Home Economics*
B.S., Purdue University; A.M., Columbia University

GEORGE P. MILLER — *Health and Physical Education*
B.S., A.M., Columbia University

RACHEL MOSS *Home Economics*
B.S., University of Tennessee; M.S., Pennsylvania State College

MARY HELENA MULDOWNEY *Music Education*
B.S., A.M., New York University

DOROTHY MURDOCK *Art Education*
B.S., A.M., Columbia University

ARTHUR F. NICHOLSON *English, Director of Public Relations*
B.S., State Teachers College, Indiana, Pennsylvania; Ed.M., Pennsylvania State College

CARRIE BELLE PARKS NORTON *English*
A.B., Syracuse University; A.M., Columbia University

MILDRED EVELYN OMWAKE *Home Economics*
B.S., George Washington University; M.S., Drexel Institute

KATHRYN O'TOOLE *Keith School*
A.B., Iowa State Teachers College; A.M., Columbia University

ETHYL VERNA OXLEY *Home Economics*
A.B., Iowa State Teachers College; A.M., Columbia University

REBA N. PERKINS *English*
A.B., University of Illinois; A.M., Ph.D., University of Pittsburgh

ELFA M. PORTER *Keith School*
A.B., Iowa State Teachers College; A.M., University of Iowa

PEARL R. REED *Music Education*
A.B., State Teachers College, Indiana, Pennsylvania; M.Ed., University of Pittsburgh

LAURA M. REMSBERG *Music Education*
Teacher Certificate in Voice, Peabody Conservatory of Music, Baltimore, Maryland

RALPH WILLIAM REYNOLDS *Art Education*
A.B., Beloit College; A.M., University of Iowa

OPAL T. RHODES *Director of Home Economics Department*
A.B., A.M., University of Illinois; Ed.D., Columbia University

FLORENCE RIDENOUR *Assistant Librarian*
A.B., Ohio Northern University; B.S. in L.S., Carnegie Institute of Technology; A.M., Columbia University

PAUL A. RISHEBERGER *Education*
A.B., Washington and Jefferson College; A.M., Ph.D., University of Pittsburgh

HELEN ROSE *Home Economics*
A.B., A.M., University of Kansas

IRENE RUSSELL *Director of Elementary Education Division*
B.S., State Teachers College, Lock Haven, Pennsylvania; M.Ed., Pennsylvania State College

JOHN R. SAHLI *Keith School*
A.B., Geneva; M.Ed., A.M., Ph.D., University of Pittsburgh

LEROY H. SCHNELL *Mathematics, Veterans' Counselor*
A.B., Albion College; A.M., University of Michigan

LEWIS H. SHAFFER *Health and Physical Education*
B.S., Ohio University; Ed.M., Pennsylvania State College

CLEL T. SILVEY *Director of Music Education Department*
A.B., University of Texas; A.M., Columbia University; M.Mus., Northwestern University School of Music; Ph.D., Peabody College for Teachers; Dec.Ch. (Music Diploma) E'cole d'Art, France

SAMUEL G. SMITH *Health and Physical Education*
B.S., Waynesburg College; M.Ed., University of Pittsburgh

DWIGHT SOLLBERGER *Biology*
B.S., State Teachers College, Slippery Rock, Pennsylvania; Ph.D., Cornell University

MARY ALICE ST. CLAIR *Keith School*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

RHODES R. STABLEY *English*
A.B., Lebanon Valley College; A.M., Columbia University; Ph.D., University of Pennsylvania

FANNIE DEE STEPHENSON *Home Economics*
B.S., Murray State College; M.S., University of Tennessee

LAWRENCE STITT *Music Education*
B.S., A.M., New York University

JAMES K. STONER *Business Education*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., University of Pittsburgh

ISAAC L. STRIGHT *Mathematics*
A.B., Allegheny College; A.M., Cornell University; Ph.D., Western Reserve University

MARY G. SWARTS *Keith School*
B.S., State Teachers College, Shippensburg, Pennsylvania; M.Ed., University of Pittsburgh

ARVILLA TERRELL *Music Education*
A.B., Colorado State College of Education, Greeley, Colorado

HAROLD W. THOMAS *Business Education*
B.S., Grove City College; Ed.M., University of Pittsburgh

FLORENCE WALLACE *Social Studies*
A.B., Wellesley College; A.M., Columbia University

BLANCHE WAUGAMAN *Keith School, Art Education*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

ROBERT FRANKLIN WEBB *Business Education*
B.C.S., Bowling Green Business University; A.B., Bowling Green College of Commerce

W. M. WHITMYRE *Social Studies, Dean of Men*
A.B., Syracuse University; A.M., Harvard University

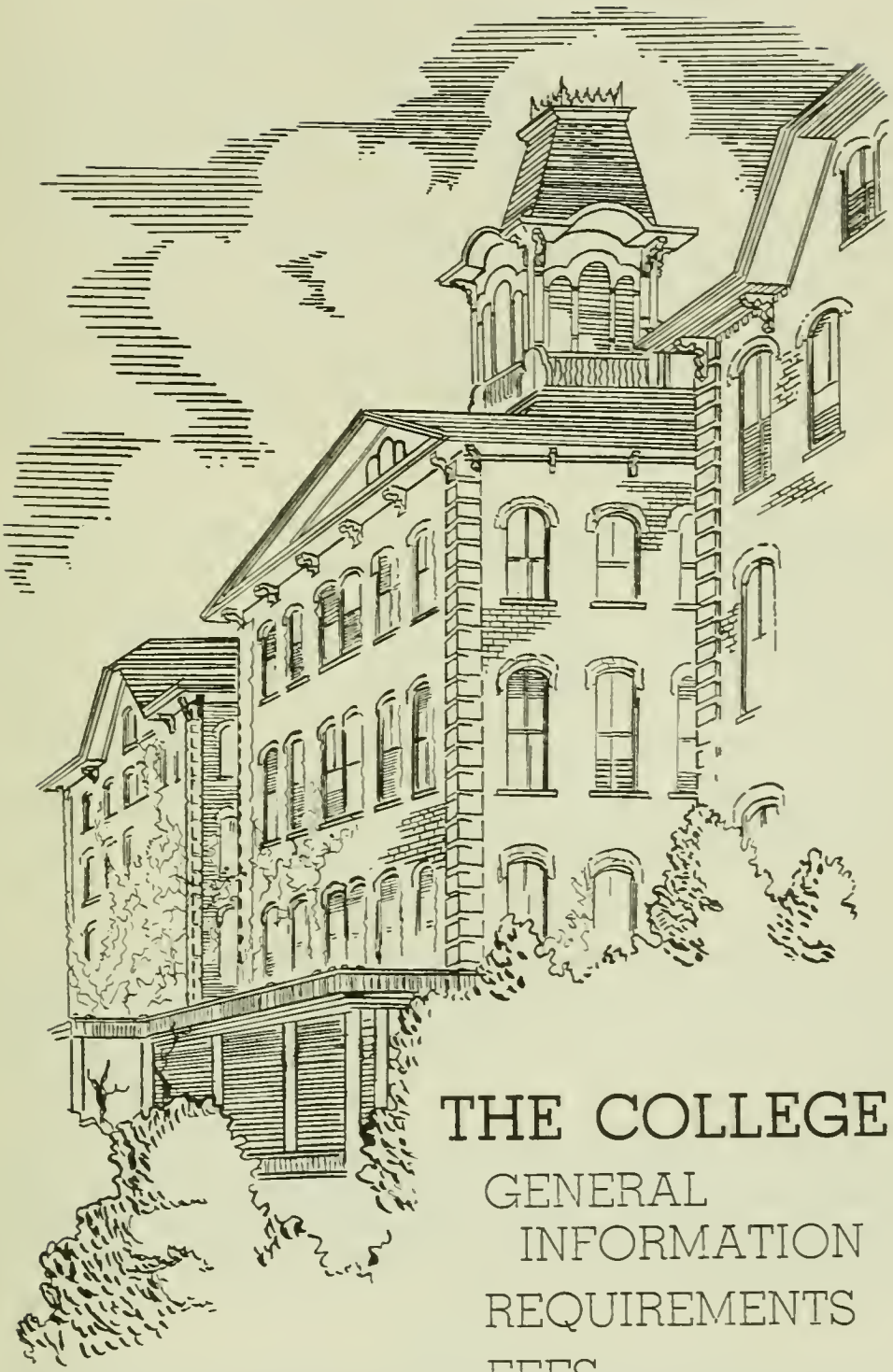
VERNON A. ZEITLER *Science*
B.S., State Teachers College, Indiana, Pennsylvania

MARTHA E. ZIMMERMAN *Keith School*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

NORAH E. ZINK *Geography*
B.S., University of Utah; A.M., Columbia University; Ph.D., University of Chicago

SUPERVISING TEACHERS IN CO-OPERATING SCHOOLS

Charles Irvin Aikey ___ Johnstown
Betty Baird _____ Blairsville
Frank Basil _____ Punxsutawney
Kathryn A. Bloomfield __ Altoona
Edith B. Bowers __Punxsutawney
Sylvia Breth _____ Clearfield
William G. Buchanan Commodore
Mrs. Madge Burns __ Kittanning
W. Blair Burkhart ___ Johnstown
Laura Buterbaugh _____ Indiana
Harry Canfield _____ Indiana
Ray R. Caylor ___ Punxsutawney
Ruth Louise Cessna __ Johnstown
Alice Clements _____ Indiana
Clara Cockerille _____ Altoona
Elizabeth Corcoran __ Blairsville
James E. Davis _____ Ford City
John Clifford Doney Punxsutawney
Charlotte E. Eperjessy Johnstown
Marvin Eshelman ____ Johnstown
Noble V. Fritz ___ Punxsutawney
Marguerite L. George _Blairsville
Carl E. Graf _____ Altoona
Renetta F. Heiss _____ Altoona
Ethel Mary Henry _____ Altoona
Marybelle Hill _____ Indiana
Helen Hinchman _____ Johnstown
Marguerite S. Hinchman Johnstown
Wilbert H. Hoffman ____ Altoona
Clinton P. Huntington Johnstown
Martha H. Jones _____ Ebensburg
Robert W. Kline _____ Indiana
Lucy M. Kraft _____ Johnstown
Hazel Krouse _____ Altoona
A. Eugene Kunselman __ Indiana
Sarah Louise LeVan ___ Altoona
Mary E. McGregor _____ Indiana
James McKelvey _____ Indiana
Melvin S. Mitchell Punxsutawney
Mable R. Monroe _ Punxsutawney
Raymond W. Morgan __ Johnstown
Galia M. Null _____ Greensburg
Florence G. Patch ___ Johnstown
Woodrow L. Phillippi _Blairsville
Edna M. Pifer ____ Punxsutawney
James R. Rankin _____ Indiana
Anna Pauline Rhodes ___ Altoona
Donald L. Schwing __ Greensburg
Ford Shankle, Jr. ____ Kittanning
Harold L. Sowers ____ Ford City
Jeannette Stevens _____ Altoona
Catherine Jane Stringer Johnstown
Alma Stuchell _____ Johnstown
Craig G. Swauger _____ Indiana
Edna H. Taylor __ Punxsutawney
Mary Helene Weaver __ Johnstown
Sarah M. Wiley _____ Indiana
Gladys Wille _____ Clymer
Harold D. Yoder __ Punxsutawney



THE COLLEGE

GENERAL INFORMATION

REQUIREMENTS

FEES

THE COLLEGE

A TEACHER TRAINING INSTITUTION

The State Teachers College at Indiana is a state-owned and state-controlled institution devoted exclusively to the preparation of teachers for the public schools of Pennsylvania. All curricula are four years in length, and all lead to the degree of Bachelor of Science in Education and the Provisional College Certificate in the field of the student's election. The following curricula are offered:

An Elementary Curriculum designed primarily to prepare teachers for the kindergarten and grades one to six, inclusive.

A Secondary Curriculum designed primarily to prepare teachers for junior and senior high schools.

An Art Curriculum designed primarily to prepare teachers and supervisors of art in the public schools.

A Business Education Curriculum designed primarily to prepare teachers of commercial subjects in the public schools.

A Home Economics Curriculum designed primarily to prepare teachers of home economics in the public schools.

A Music Education Curriculum designed primarily to prepare teachers and supervisors of music in the public schools.

ACCREDITING AGENCIES

The establishment and maintenance of educational standards have long been fostered by regional and national accrediting associations whose job it is to study and rank all institutions desiring recognition. Any school or college, therefore, which has the approval of one of these accrediting agencies may be assumed to have met certain standards prescribed by the agency and hence to be educationally acceptable within the limits of those standards. The two acknowledged accrediting agencies for institutions in this region are the Middle States Association of Colleges and Secondary Schools and the American Association of Colleges for Teacher Education. The State Teachers College at Indiana is an approved and fully accredited member of both of these organizations.

The fact that this college is a member of these two organizations is of immediate personal importance to the individual student in two ways: first, the student may transfer college credits from one approved institution to another without loss in case he finds it necessary to change colleges; and second, the student who is a graduate of an approved institution is eligible for a better teaching position in the secondary schools.

HISTORY

A State Normal School was authorized by act of the General Assembly of 1871. Indiana was favored as the site for this institution and the first building was opened for students May 17, 1875. The original building was named John Sutton Hall, in honor of the first president of the Board of Trustees. A continuous expansion of the physical plant and surroundings has brought a fine campus into existence with all the equipment necessary to carry on a complete college program.

In April, 1920, entire control and ownership of the school passed to the Commonwealth of Pennsylvania. In May, 1927, by authority of the General Assembly, the school became a college with the right to grant degrees, and the name was changed to the State Teachers College at Indiana, Pennsylvania. A Board of Trustees appointed by the Governor of the Commonwealth is the official agency of control.

LOCATION AND TRANSPORTATION FACILITIES

Indiana Borough, the county seat of Indiana County, is located in the foothills of the Alleghenies at an elevation of about 1,300 feet, an ideal location for cleanliness and beauty. It is easily accessible by automobile, as it is located on the Benjamin Franklin Highway and is connected with all leading highways of the state by excellent roads.

The Edwards Lakes to Sea, the Blue Ridge, and the Horrell Route 80 Shortway lines operate buses on frequent schedule to Pittsburgh. Shortway buses also operate between Indiana, Saltsburg, Cherry Tree, and Barnesboro, with passenger service available to all towns along the route. In addition, the Blue Ridge line makes connections east from Blairsville and Johnstown via the Greyhound lines. The Edwards Lakes to Sea line goes north through DuBois, Ridgeway, and other points to Buffalo with some connections on the Greyhound lines. The Harmony line makes connections with Johnstown, Butler, and New Castle and the Orr Transportation Company operates buses to Ebensburg. Local bus lines operate between Indiana and Creekside.

Indiana is served by bus connections with the main line of the Pennsylvania Railroad at Johnstown. Baggage service only, however, is available in Indiana. The Baltimore & Ohio Railroad makes connections between Indiana and Punxsutawney.

CAMPUS

The Campus comprises 40 acres of land, 23 of which are in the original campus. In the center of the campus is a historic oak grove, about which are grouped the main buildings, forming three sides of a quadrangle. The rest of the campus is beautified by a careful distribution of shrubs, flowers, and vines artistically arranged.

BUILDINGS

John Sutton Hall is the largest building. In addition to housing more than 500 women students, it contains the administrative offices, post office, parlors and recreation rooms, the President's apartment, and lounges for day students. The ground floor contains the cooperative store, an excellent laundry and ironing room, a shampoo room, the Mademoiselle room for the use of women students, and the Esquire and Y. M. C. A. rooms for men students.

Thomas Sutton Hall, erected in 1903, an addition to John Sutton Hall, contains the kitchen, dining rooms, and dietitian's office on the first floor, and the Music Education Department on the second and third floors.

Clark Hall, named in honor of Justice Silas M. Clark, a former member of the Board of Trustees, was erected in 1906 on the site of a building burned that year. It was used as a men's dormitory until 1924; since that time it has served as a dormitory for women.

Wilson Hall Library was erected in 1893 and was named for A. W. Wilson, third president of the Board of Trustees. It was completely remodeled in 1941 and provides ample facilities for the reading and study essential to the curricula of the college.

The first floor houses current magazines, newspapers, reserved books for reading assignments, and general information books such as encyclopedias and statistical handbooks. Four rooms on the second floor with books on the open shelves give the students a wide selection from which to choose their general and recreational reading.

Leonard Hall, named for Jane E. Leonard, for many years preceptress of Indiana Normal School, was erected in 1903 as a recitation building. It contains laboratories, recitation rooms and clinics.

David J. Waller Gymnasium was completed in 1928. It contains two gymnasiums, a fine swimming pool, and all the equipment that goes to make up an efficient physical-education plant.

Jean R. McElhaney Hall, completed in 1931, houses the Art, Business Education, and Home Economics departments, one entire floor being given to each department. This building, both in appearance and in equipment for efficient work, is recognized as one of the finest educational buildings in the state.

John S. Fisher Auditorium, completed in 1939, has a seating capacity of 1600, and a well-equipped stage large enough to accommodate a cast of 100 people. Its design facilitates the presentation of intimate drama to a small group or super-spectacles to capacity audiences. Light, air, and sound may all be mechanically controlled by the director of any presentation.

John A. H. Keith School, completed in 1939, provides for a complete elementary and junior-high-school program for observation and demonstration. The tenth year has been added to the junior high school, expanding it into a four-year organization. The junior high school provides for courses in the following fields: academic, commercial, home economics, and industrial arts. Facilities are provided for physical education, a psychological clinic, a health clinic, a speech clinic, a library, and music and art studios. A fine demonstration room, with seats for 160 observers, is a unique feature of the building.

Elkin House and six acres of land were bought in 1947. The home has been renovated and serves as a dormitory for Freshmen men. The College hopes to erect several new buildings on this property, among them a dormitory for men.

The Biology Building, a temporary structure erected in 1947, is located on Grant Street. It contains offices, storage rooms, and three classrooms.

The College Lodge plays an important part in the instructional and recreational life of the college. Owned by students and faculty, the 100 acres of wooded hillside with its rustic lodge and three shelter houses, not only offers opportunity for nature study by science and conservation classes, but is in frequent demand for picnics, meetings, and winter sports.

Houses owned by the College and bordering the campus are occupied principally as dormitories by men and women students. Two of them are used by the Home Economics Department as home management houses. Another, known as the "Activities House," is comfortably furnished and has convenient kitchen facilities. Small groups of 30 to 40 students use it frequently for both formal and informal social gatherings.

The Greenhouse of the College is used as an experimental and demonstration laboratory by the Science Department in the conducting of biology courses.

GENERAL INFORMATION

NEW STUDENTS

Preliminary. The prospective student should send to the Registrar, State Teachers College, Indiana, Pennsylvania, for an application blank for entrance into the College. This blank should be properly filled out and returned with his advance deposit of $10.00, payable by check or money order. This deposit is credited on the following semester's contingent fee.

Advance deposits may be returned to students, provided three weeks before the opening of the semester they notify the College of their intention not to attend, and provided the request for a refund is approved by the Board of Trustees and the Department of Revenue. See page 39.

Freshmen Dormitory and Room Assignments. A section of John Sutton Hall has been designated Freshman Dormitory for women. After that space is filled, freshmen will be placed as space is available. Rooms and roommates are assigned in order of application, payment of room deposit and acceptance of credentials.

A very few rooms have running water, for which there is an extra charge of $.50 per week for each person. Requests should be made for such rooms, and assignments are made in order of requests.

Names of roommates will not be released until students arrive. Therefore, students are urged not to plan draperies and furnishings until after arrival so that both roommates may have a part in the planning.

Since the time between terms is very short for getting rooms in readiness, residence halls are not open until Registration Day. The only exceptions to this will be for students who live at too great a distance to arrive in time to register, or for those who have a definite assignment which necessitates their early return and in these cases only by previous arrangement with the Office of the Dean of Women. In any other cases of early arrival a charge will be made for rooms and meals.

Student Supplies. Students who live in college dormitories are furnished bed linen and bedspreads. Each student must provide blankets, towels, window curtains, soap, needed toilet articles, etc.

Students must also furnish their own gymnasium attire. The Physical Education Department requires regulation gymnasium and pool equipment, which can be purchased in the College Book Store at a saving to

students. The required costume for men costs about $6.00. The cost for women is a little higher.

Each student is required to own a good college dictionary, approved by the English Department. Such a dictionary costs about $5.00 and can be purchased in the College Book Store. Core courses in English require the dictionary as a standard text; other college courses use it extensively.

Baggage. All baggage is delivered to the basement of John Sutton Hall, and porters transfer it directly to the students' rooms. Luggage should be plainly marked with the student's name and, if the room assignment has been made, should also bear the room number. Students living in school cottages should mark their baggage with the street address; the college truck will deliver it to the rooming place.

Registration Days. Details concerning registration will be mailed to each student on or about September 1.

The Handbook. The Student Council publishes a handbook which is given to entering students. This handbook contains information concerning the college set-up and routine and is a great help to new students.

Office Hours. Monday through Friday: 8:00 A. M. to 12:00 Noon; 1:00 P. M. to 5:00 P. M. Saturdays: 8:00 A. M. to 12:00 Noon. Offices not open Saturday afternoons and Sundays. Offices close at 4 p. m. in June, July and August.

Library Hours. Monday through Friday: 7:45 A. M. to 5:00 P. M.; 7:30 P. M. to 9:30 P. M. Saturday: 7:45 A. M. to 5:00 P. M. Sunday: 2:30 P. M. to 5:00 P. M.

BOARDING STUDENTS

The State Teachers College at Indiana is primarily a dormitory school. It admits as day students only those who live with parents or near relatives. Women students live in the dormitories and cottages under faculty supervision. Men students room in school cottages, in fraternity houses, or in private homes approved by the College. All boarding students take their meals in the college dining room.

Vacation and Guest Charges. Students do not remain at the college during Thanksgiving, Christmas, Easter, or summer vacation. Students and teachers are responsible for meals of their guests at current transient rates. The transient rate for meals is as follows: breakfast, 45 cents; lunch, 55 cents; dinner, 75 cents.

A charge of 50 cents is made for overnight guests who have been approved by the office of Dean of Women.

Fire Precautions. Students are not permitted to use or to have stoves, electric irons, heaters or cookers, or other equipment for producing fire or heat in their rooms. Such equipment is prohibited by fire regulations and will be removed and confiscated by the fire inspector. Smoking in dormitory rooms is absolutely forbidden, due to the fire hazard. Radios are permitted but must be approved by the college electrician. Extension cords are not allowed, and double sockets only as approved by the electrician.

Laundry. The laundry of all boarding students, to the extent of ten plain pieces per week, plus towels and napkins, is done in the college laundry. All pieces sent to the laundry must be plainly marked with the owner's name either written in indelible ink or by sewed-on name tapes. Cash's name tapes may be ordered in department stores, or mail orders may be sent direct to the Sterling Name Tape Co., Winsted, Conn. Charges are nominal.

An excellent laundry and ironing room with modern equipment is maintained on the ground floor of John Sutton Hall for the free use of women students.

Upperclass Room Assignments. Up to May 1, those students who have paid the advance deposit of $10.00 will have rooms assigned to them as follows: If they desire to keep the rooms they have, these rooms are reassigned to them, unless for some reason it is felt wise or necessary to withdraw students from said rooms. As soon after May 1 as possible, the remaining rooms are chosen by lot. Only students who have paid the room-reservation deposit may reserve a room for the following year. Otherwise, their assignment to a room is cancelled and they take a place on the list of entering students.

Infirmary. At 406 South 11th Street is located the infirmary which is thoroughly equipped for all routine work. Two registered nurses are always on duty. Medical service is provided by a physician who comes daily to the infirmary. Twelve beds are available where resident students may have three days' free hospitalization. A fee of $1.00 is charged for each day after that. Commuting students are given free dispensary service and may be admitted to the infirmary for emergency hospitalization, for which a fee of $2.00 per day from the first day is charged. The protection of student health both by caring for illnesses early in their inception, and assisting students to establish scientific health habits is the primary purpose of the health service at Indiana. All students are given a complete medical examination at the time of entrance to the College and medical inspections annually thereafter. Free dispensary service is available to students in clinics conducted in the infirmary and in the Laboratory School.

Dormitory Life. General supervision of the personal and social welfare of women students is exercised by the Dean of Women and hall teachers. Student body, faculty, and administration cooperate to main-

tain high standards of social life and conduct. Privileges are granted according to official class ratings based on scholastic achievement. Restrictions which are put upon the freedom of students are felt to be necessary for successful study and living conditions and for the well-being of the group.

Enrolment in the College implies an agreement on the part of each student to comply with the customs of the College and to obey the regulations. Participation in government is vested in the Resident Women's League, of which all resident women are automatically members. Representatives from each living unit make up the League Council, which serves as a clearing house for discussing difficulties and making recommendations concerning dormitory problems. The college handbook, given to entering students, contains detailed information, and students are held responsible for knowing its contents.

Women students are under college jurisdiction from the time of arrival in Indiana in September until they leave in May, with the following exceptions: Thanksgiving, Christmas, and spring vacations, if spent outside of Indiana, and at all other times after they reach their homes.

For going home week-ends, a form should be on file in office of dean of women indicating parents' wishes—as to occasions and circumstances of their daughters leaving the campus. All women are expected to register when off campus for evenings and week-ends, and to cancel such registrations when they return. For first- and second-year students, week-ends spent elsewhere than home must be with parental approval and college consent. The College reserves the right to withhold privileges whenever it is for the best interest of the College or of the student concerned.

Guests. Persons calling on students should be approved by Office of the Dean of Women. In no case can visitors be allowed to interfere with college duties, and for this reason visits should be made during week-ends only.

The overnight guest privilege applies only to visitors of school age and should be used only on Saturday night when it is possible to use the bed of someone away for the week-end. Day students are not permitted to stay in the dormitory over night. Guests are under the same regulations as students, and the hostess is responsible for her guest.

Students may accompany mothers or near relatives to a hotel for meals or for the night if arrangements are made in advance with the Office of the Dean of Women.

On Sundays, mothers are permitted to visit students in rooms from 10:00 to 12:00 A. M. and 2:00 to 5:30 P. M. At all other times, guests

are received in reception rooms on the first floor. Buildings are closed to guests at 10:00 P. M.

Visits. Success demands concentration of thought. This is prevented by frequent visits at home or elsewhere, and usually time thus spent greatly hinders the progress of the student. The student must decide between sacrificing his school work and limiting the number of his visits. It is strongly advised that students do not go home oftener than once a month.

DAY STUDENTS

Women students are not permitted to room or board with private families who are not immediate relatives, unless they are working for room and board. Any variations from these regulations must have the approval of the President in advance of registration or loss of credit will result.

Accommodations for day women students are provided in John Sutton Hall and consist of a large women's lounge attractively furnished, a dining-study room. Additional library facilities recently made available provide pleasant study conditions for non-resident students. Students through their House Committee assume responsibility for care and use of rooms set aside for them.

RESERVE OFFICERS' TRAINING CORPS

The United States Army Quartermaster Corps has established a unit of the Reserve Officers' Training Corps on the campus. Students may enroll in the Reserve Officers' Training Corps and receive an officer's commission at the conclusion of the course of training. College credit for this training is given in lieu of credit for physical education. For further information inquiries should be addressed to the ROTC officer in charge at the college.

SCHOLARSHIPS AND LOANS

State Scholarships. Holders of State Scholarships may attend state teachers colleges and use the scholarship award toward meeting their expenses.

Clark Scholarship. The Lieutenant Alpheus Bell Clark Memorial Scholarship was established by Mr. and Mrs. Steele Clark, Cherry Tree, Indiana County, in memory of their son. The sum of one hundred dollars will be awarded annually to that young man, or woman, a senior in the College and a resident of Indiana County, who in the opinion of a committee chosen by the President, best qualifies for the honor in terms of academic ability, leadership, and service to the College with preference going to a veteran, or a son or daughter of a veteran.

Morris Scholarships. The Helen Wood Morris Scholarships were established by Lieutenant-Colonel L. M. Morris, of Altoona in memory of his wife, a graduate of the College. The sum of one hundred dollars will be awarded annually to students selected by a committee named by the institution, one award to a sophomore, the other to a junior. Students chosen must be in the highest quarter of their class, must be in need of financial assistance, and must have demonstrated worthiness in terms of character, personality, leadership, and American citizenship.

Kappa Delta Pi Scholarship. The Kappa Delta Pi Scholarship was established by the Beta Gamma Chapter of this college to honor that member of the Sophomore class who is judged to be the ideal college student. This award of twenty-five dollars is made each semester by a committee of the local chapter and is awarded on the basis of character, scholarship, and evidences of leadership.

Phi Sigma Pi Memorial Award. The Phi Sigma Pi Memorial Award is presented in memory of those brothers of Eta Chapter who gave their lives for their country in the Second World War. The sum of $25.00 will be presented annually to that male student who, because of his scholastic excellence, social achievements, and personality, is deemed most likely to succeed as a teacher.

Corinne Menk Wahr Scholarships. Through the generosity of Corinne Menk Wahr, Class of 1916, approximately fifteen scholarships are awarded each year to worthy students. The amounts range from $50 to $150 a year and are good for four years. Applications may be secured from the Registrar.

Loan Fund. The Jane E. Leonard Memorial Loan Fund was begun several years ago and has been built up largely through the work of the faculty and alumni. The fund now totals about $22,000. The governing board in charge of granting loans consists of the Dean of Instruction, the Dean of Men, the Dean of Women, and an alumni member. The plan in operation provides for the granting of loans to sophomores, juniors and seniors with interest at two per cent, payable at maturity of the loan. Not more than $100.00 will be loaned to a sophomore during one semester and the maximum sum loaned will not exceed $400.00.

Men's Varsity "I" Loan Fund. This fund has been built up by the members of the Men's Varsity "I" as a source of temporary financial assistance for their own members.

ADVISORY SYSTEM

A carefully worked-out advisory system is in use at Indiana. Every student is assigned to a faculty adviser in his major department, who assists the student in keeping a check on his work and advises him in regard to his program, his outside activities, his scholarship, and other

problems. During each semester teachers report to the advisers the students who are doing poor work in their classes.

GRADE REPORTS

As soon as possible after the close of each semester a full report of the previous semester's work is given every student. Reports of students' grades are not sent to parents but are given directly to the students. It is assumed that college students are mature and trustworthy enough to report correctly to their parents the facts regarding their grades. If they have not reached this stage of maturity and integrity, they would seem to lack qualities highly desirable in prospective teachers.

COMMENCEMENT

Alumni Day. Each year the Commencement season is started with a day devoted to the Alumni of the college. During this day the Seniors who will be graduating are accepted as members into the Alumni Association at their regular meeting at that time of the year. Other matters of importance to the Alumni are also considered at this meeting as well as the election of officers for the ensuing year. At noon an Alumni luncheon is served at which time a member of the Association addresses the group and reuning classes are honored. During the afternoon, class meetings and reunions are held; in the evening there is a dance and other forms of entertainment for the Seniors, their guests, and Alumni.

Baccalaureate. On the Sunday of Commencement week end, at 4:00 p. m. the Seniors and their guests join in the Baccalaureate services in the College Auditorium. A guest speaker addresses the group with special music provided by the Music Department of the college, making up the program of the services.

Commencement Exercises. On the concluding day of Commencement the academic exercises of graduation are observed. An outstanding speaker is procured to talk to those attending the exercises; and in turn, degrees are conferred upon the graduates of the various departments of the college. The Commencement Exercises are followed by the last activity of the season, a Commencement Dinner at noon.

ALUMNI

Number. Since its founding, Indiana has graduated approximately 13,500 students from its various curricula. Approximately 4,250 degrees have been granted since the school became a college in 1927. The support of these alumni has been an important factor in the consistent growth of the College.

Alumni Association. Indiana has a strong Alumni Association. Organized units are active in all sections of Pennsylvania. There are also units in New York, Michigan, and the District of Columbia. At the annual meeting in May, 1933, the constitution of the Alumni Association was

changed so that it is now organized on a representative basis, with the local unit in each community sending its representatives to the meeting of the executive council, which meets twice a year. In this way it is hoped that every graduate may be brought into close relationship with the college through membership in an active local unit.

Of interest to all alumni is the publication of the Alumni Directory in August, 1940, the first since 1922. In addition to complete lists of graduates with their addresses and occupations, this volume contains a history of Indiana and a number of interesting tables presenting various kinds of data relative to alumni groups. The Registrar's Office is prepared to give information relative to the various activities of the alumni.

PLACEMENT SERVICE

The services of the Placement Bureau are available to all students of the College who receive certification. The directors of the various departments take an active interest in the placement of their graduates. Coordination of effort is secured through a central committee. The bureau supplies credentials to employers who are seeking applicants for positions and serves as a center where graduates may keep their records up-to-date. Alumni are using the bureau increasingly. Teaching positions are not guaranteed by the College, but Indiana's record of placement is one of the very best in Pennsylvania.

STUDENT ORGANIZATIONS AND ACTIVITIES

In order that students may have opportunities to develop their own avocational interests and desirable qualities of leadership, initiative, and cooperation, the College sponsors a variety of student organizations.

STUDENT PARTICIPATION IN COLLEGE ADMINISTRATION

Student Council. The Student Council cooperates with the administration in the consideration of college problems which pertain to scholarship, school life, community relationships, and professional development. The Student Council is active in recommending changes of policy to the administration and improving student life in general.

Student Cooperative Association. Each student enrolled in college pays, along with other fees, an Activity Fee of $12.50 a semester. This money, together with the profits made from the operation of the Cooperative Bookstore, is used to finance the Student Cooperative Association.

The activities of this organization are extremely broad and have a great influence on the college life of the student body. In general a student is entitled to participate in the variety of activities provided by the Association through the use of his "I" card which is issued upon payment of the Activity Fee.

All students are entitled to attend college athletic contests, receive the weekly college paper "The Indiana Penn," a copy of the college

annual "The Oak," attend all-college dances with music furnished by an orchestra, parties which are held each Saturday evening as well as the dances conducted for an hour after dinner on Tuesday and Thursday. Funds from the Association are provided to secure programs for the weekly college assemblies and also provide the student body with an active intramural program of athletics.

The Cultural Life Committee of the college, which is another phase of the Association, brings to the campus outstanding professional leaders in the fields of music, the dance, and contemporary affairs. During the college year 1949-1950 this committee presented the Opera, The Barber of Seville, sung in English; Charles Laughton of movie fame; the Pittsburgh Symphony Orchestra; Joseph Phillips, International News Editor of Newsweek Magazine; The First Annual Intercollegiate Symphony Orchestra Festival, and the DePaur Infantry Chorus.

Each year the Religious Life Committee sponsors a week devoted to the emphasis of religion and all different religious groups represented on the campus. Outstanding leaders in various religious groups are brought to the campus and help conduct the program outlined for this special occasion.

The finances of the Student Cooperative Association are administered by a Finance Committee appointed jointly by the President of the College and the Student Council.

Resident Women's League. This organization, composed of all women boarding students, aids in directing the affairs of women students who live in College property.

Men's Student League. This group, made up of all the men students, cooperates with the administration in managing the affairs of men students.

Non-Resident Student League. This organization promotes social contacts and activities of non-resident students.

RELIGIOUS ORGANIZATIONS

Although the College is non-denominational, its authorities aim to make it a place of positive religious influence. Students are urged to attend the churches of their choice on Sunday and to join the church clubs which offer opportunities for discussions and participation in religious programs. During the year the College Vesper programs give the opportunity for the students to hear some of the outstanding religious leaders of the country.

Through the YWCA, the YMCA and church clubs, students are afforded other avenues for experience in Christian living. These take the form of religious meetings, social functions, and opportunities for

community service. Attendance at area and regional conferences and the Student Christian Movement provide opportunities for studying state, national and world religious problems. Another opportunity for religious participation is given in a special Spiritual Enrichment Program which extends over several days. Speakers and counselors from different denominations speak during this time and aid students in individual and group conferences.

DEPARTMENTAL GROUPS

The Art Department sponsors the Art Club to stimulate and direct the interest in art both within and outside the Art Department. The College Annual, "The Oak," is under the direction of this department.

The Department of Business Education provides for members of its department the Freshman Junior Chamber of Commerce and the Junior Chamber of Commerce. These organizations serve social and developmental purposes within the department. In the spring of each year a Merchandise Fair is staged in the college gymnasium, affording the merchants of the community a chance to display their merchandise, and giving the students in Retail Selling practice in arranging displays.

The Elementary Education Division sponsors a local branch of the National Association of Childhood Education. All students of the division become members of this organization which has for its purpose, "to gather and disseminate knowledge of the movement for the education of young children; to bring into active cooperation all childhood education interests, including parent education; to promote the progressive type of education in nursery school, kindergarten and primary grades, and to raise the standard of the professional training for teachers and leaders in this field." A well-rounded professional and social program aids the students in the development of the ideals of the Association.

The English and Speech Department sponsors "The Indiana Penn," the campus weekly newspaper, and "Masquers," an all-college organization devoted to drama and the allied arts. The Department has been publishing annually a collection of student writings under such titles as "The Indiana G. I. Writes" and "The Indiana Student Writes," funds for the projects coming from the Student Cooperative Association. Advisory responsibility of a literary nature is also assumed by the Department for the college annual, "The Oak," and the college student handbook, "The Cue." The English-Speech Club, whose membership includes all departmental majors, holds a social-professional meeting once each semester at the College Lodge.

The Geography Department sponsors the Alpha Omega Gamma Fraternity, a selected group of outstanding geography majors, which furthers professional work and social contacts in the field; and the Travel Club, composed of geography majors and other interested students, which holds no regular meetings, but instead takes one or two trips a year.

The Home Economics Department sponsors the Home Economics Club which aims to develop leadership, responsibility, and resourcefulness, and to provide opportunity for participation in professional and social activities. This local club is affiliated with the Pennsylvania State Home Economics Association and the American Home Economics Association.

The Music Department sponsors a large variety of activities, some required of music students, others elective. A few are open to all students of the college who are interested in music. These groups are the Music Club, Junior Choir, College Choir, Concert Band, Marching Band, Men's Glee Club, College Symphony Orchestra, and Women's Chorus.

The Physical Education Department encourages the formation of sports clubs for those students that are interested in a particular sport.

The Women's Athletic Association and the Women's Varsity "I" Club organizes and promotes intramural activities for the women on the campus.

There is a seasonal program of intramural activities for the college men.

The Science Department sponsors the Science Club, an all-college club for those interested in Science. Membership includes students from practically all departments of the college, though naturally the Science Department is more strongly represented than any other department. Meetings are held on the second and fourth Tuesdays of the month with the program provided by local talent or speakers from the outside. Outings and special trips as well as reports on special projects are included in the activities.

The Division of Secondary Education sponsors the Secondary Education Club which provides opportunities for students of the Division to become acquainted with current activities in modern high schools, to become familiar with areas outside those of their own specialization, to organize and participate in club activities similar to those carried on in high schools, and to enjoy social meetings of the entire group.

The Social Science Department sponsors the Inter-collegiate Conference on Government, which studies state and national problems and discusses these at a state meeting at Harrisburg; and the International Relations Club, which provides an opportunity for understanding and discussing world affairs. The club is sponsored by the Carnegie Foundation for Universal Peace and sends each year delegates to the Middle States Regional Conference.

PROFESSIONAL ORGANIZATIONS

The John A. H. Keith Chapter of the Future Teachers of America is a professional organization composed of all seniors and other inter-

ested students. Its purpose is "to quicken the interest of young people in the professional side of their educational careers." This organization provides an opportunity for active participation in both state and national education associations with which the seniors will later be associated.

CLASS ORGANIZATIONS

Each of the four classes—Freshman, Sophomore, Junior, and Senior—has a class organization, holds social and professional meetings, and sponsors a formal dance each year.

FRATERNITIES

Honorary Fraternities. The Beta Gamma Chapter of Kappa Delta Pi, an educational honor fraternity open to both men and women, was inaugurated in 1928. Only juniors and seniors of high scholastic attainment are eligible to membership. Pi Omega Pi, an honorary national fraternity for men and women in business and commercial training, is represented on the campus by Kappa Chapter, formed in 1929. Beta Chapter of Gamma Rho Tau, an honorary fraternity for men in Business Education, was organized in 1929. The Tau Chapter of Kappa Omicron Phi, a national honorary home economics sorority, was established on the campus in June, 1940. The Alpha Lamba Chapter of Delta Phi Delta, a national honorary art fraternity, was installed on the campus, March 30, 1946. The Alpha Omega Gamma is a local honorary fraternity in geography, organized in 1927.

Educational Fraternities. Three national fraternities of professional character now have chapters at Indiana. The Phi Alpha Zeta Fraternity was organized as a national educational and social fraternity June 4, 1908. Alpha Chapter has been active on the campus as a local organization since 1927. Eta Chapter of Phi Sigma Pi, a national educational fraternity, was established at Indiana, April 30, 1929. It took the place of Omega Chi Fraternity, a local organization founded in 1909. The Pi Chapter of Sigma Tau Gamma, a national educational and social fraternity, was established on November 8, 1930. Delta Sigma Nu, a local fraternity, was organized September, 1949.

Inter-fraternity Council. This small group, made up of the president, a representative and the sponsor of each fraternity, and the Dean of Men, meets at the call of the chairman to regulate inter-fraternity affairs.

SORORITIES

Educational Sororities. Seven national professional educational sororities have chapters on the campus: Alpha Sigma Alpha, Sigma Sigma Sigma, Alpha Sigma Tau, Pi Kappa Sigma, Theta Sigma Upsilon, Delta Sigma Epsilon and Phi Mu. Only students who have completed sixteen semester hours of work with a "C" average and no failures are eligible for membership. Sorority life offers opportunities for growth of congenial friendships and the fostering of the highest ideals of womanhood. Broad-

ening contacts are furnished through association with alumnae members and inter-collegiate affiliations.

THE SUMMER SESSIONS

The Summer School is an integral part of the year's work. Teachers in service and students in regular attendance can secure in the summer session three to twelve hours credit toward any certificate or toward graduation in any curriculum. The courses are planned primarily for those who have had previous work and for those who are accelerating their work. An effort is made to meet all reasonable requests of teachers who are working toward higher certification or toward graduation.

All courses given in the summer session require the same amount of time and are granted the same credit as if taken during a regular semester. The Summer School Bulletin will be mailed to anyone desiring more complete information regarding the courses to be offered.

Dates. Two sessions of six weeks each are planned for the summer of 1950. The first session will open Monday, June 5 and close Friday, July 14. The second session opens the next Monday, July 17 and closes Friday, August 25. It is thus possible for a student to secure six to twelve credits by attending the summer school.

Send for special bulletin indicating courses and activities of the Summer Session.

SATURDAY CAMPUS AND EXTENSION CLASSES

The contingent fee is $7.50 per semester hour of credit and no activity fee is required. Not more than six semester-hours credit can be earned in one semester by one who is doing fulltime teaching.

Saturday Campus Classes are held on the campus on Saturdays (generally between 8:00 A. M. and 1:00 P. M.). Courses are arranged according to the demand for them as indicated by teachers who are interested. This is not extension work. It is credited as "residence" work. Classes are scheduled to enable students to earn as much as six semester-hours credit each semester. Persons interested should write for a schedule of courses.

Extension Classes. For those too far from Indiana to attend Saturday Campus Classes, arrangements may be made for one or more courses by extension. Teachers may earn as much as 25 per cent of the credit needed for a four-year curriculum by taking courses in extension classes. If there is a demand for certain courses at a given place too far distant from Indiana for students to attend Saturday campus classes, arrangements may be made for one or more courses by extension. Requests should be made to the Dean of Instruction not later than one month preceding the opening month of the semester.

REQUIREMENTS

ADMISSION

CHECK LIST OF STEPS FOR ADMISSION

_____File Application and Personnel Record
_____File Preliminary Medical and Physical Examination
_____Pay $10 Advance Deposit Fee (payable by check or money order, see page 38)
_____File Certificate of High School Graduation
_____Have personal interview
_____Take Aptitude Test* (if in lower half of high school class)
_____Transfer students must file a transcript of work taken elsewhere including a statement of honorable dismissal.
_____Notification of acceptance by Registrar.

The following is a condensed statement of the requirements adopted by the Board of Presidents of the State Teachers Colleges, May 13, 1932. Five general bases for admissions were set up:

General Scholarship
Character and Personality
Health and Physical Vigor
English Fundamentals and Psychological Tests
A Personal Interview

Candidates for admission must satisfy these five general requirements in detail as outlined below:

General Scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction.

1. Applicants ranking in the upper half of their graduating classes in high school will be admitted on certificate without further evidence of general scholarship.
2. Applicants who do not rank in the upper half of their graduating classes may be admitted on probation provided:
   a. They are recommended by their high school principal as being able to do creditable college work;
   b. Appraisal of the detailed high school record indicates to admission authorities of the College that the candidate can do satisfactory college work;
   c. A rating satisfactory to the institution is made on a scholastic aptitude test administered at the college.* Applicants satisfactorily meeting requirements b and c above will be admitted on probation. Such students will be required to withdraw from the College unless they meet the required standard of scholarship.

* Students who are required to take this examination will be notified by the Registrar upon the receipt of their high school transcripts. Entrance tests will be held at the college at 10:15 A. M. on the following days: March 6, April 17, May 8, June 15, July 13 and August 17, 1950. Within ten days these persons will be notified of the test results and the action taken.

Integrity and appropriate personality as shown by an estimate by secondary-school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.

1. The estimate of the secondary-school official will be recorded by a check mark in the appropriate column of a three point rating scale as follows:

	Low	Middle	High
Trustworthiness			
Initiative			
Industry			
Social Adaptability			
Personal Appearance			
Sympathy			

2. This will be included as a part of the high school record blank.

Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and absence of a predisposition toward ill health as determined by a medical examination at the College.

1. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice medicine in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the College. This medical examination will be checked by the examining physician at the College, and students may be required to undergo a complete re-examination.

2. Applicants may be rejected for the following reasons:

   a. Incurable defects or diseases of the heart, lungs, kidneys, digestive system, nervous system (including hysteria, epilepsy, nervous instability), skin, organs of the special senses, and thyroid.
   b. Defective vision of marked degree.
   c. Permanently impaired hearing.
   d. Marked speech defects.
   e. Unsightly deformities.
   f. Marked obesity.

3. Students with remedial defects may be accepted on condition that immediate treatments be undertaken for the removal of these defects.

Normal intelligence and satisfactory command of English, as evidenced by ratings in standard tests, are expected. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.

A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

1. The purpose of the personal interview is:

   a. To give the examining committee of the College an opportunity to select from the applicants for admission those persons who give promise of becoming desirable teachers.

   b. To check on the personal characteristics of the applicants who are admitted as these appear in the interview.

2. The interview will be conducted at the College. Wednesday and Thursday afternoons 1:30 to 4:00 have been reserved as appropriate times for interviews. Specific information regarding interviews may be secured at any time by writing to the Registrar.

ADVANCED STANDING

The following regulations governing admission with advanced standing were approved by the Board of Presidents of the State Teachers Colleges, July 19, 1940:

1. Transfers from other institutions will not be accepted without certificates of honorable dismissal.

2. Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done. Where the grades are marked on a percentage basis, work graded five per cent above the minimum passing grade will be accepted.

3. All students who are candidates for a degree shall be required to arrange a program of studies approved by the Dean of Instruction. Any student desiring to pursue any part of this program at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction.

No credit can be given for correspondence work toward limited certification unless such work was completed previous to September, 1926. Credit for extension work in certain subjects up to a total of not to exceed 32 semester hours may be accepted toward the requirement for a degree.

A student transferring from another college will be required to meet the same requirements as any other applicant. A student transferring 64 hours or more will be excused from Freshman tests. Any other student must take the tests or submit his test records with his

transcript of credit. No student may obtain a certificate or degree without a minimum residence of one year in this College.

The technical requirement of Junior Standing can be attained only after attendance at Indiana for one semester.

SCHOLASTIC REQUIREMENTS

Grades. The following grades are used in reporting the standing of students at the end of each semester or summer term: A, excellent; B, good; C, fair; D, passed; F, failed; I, incomplete.

A grade of F can be cleared only by repeating the course in the regular way. The grade of I is used to record work which, so far as covered, is of passing grade, but which is incomplete because of personal illness or other unavoidable reason. It must be made up within two months after the student returns to college.

Quality Points. Quality points are assigned as follows: Grade A, 3 quality points per semester hour; B, 2 quality points per semester hour; C, 1 quality point per semester hour; D or F, no quality points.

To qualify for graduation, a student must have secured as many quality points as the number of semester hours he has earned in this college toward his degree. Quality points are not counted on grades from other schools and a student transferring from another school is held responsible for quality points only on work taken in this College.

Criteria Governing Continuance in College. It is expected that a student attending college for his first semester earn a minimum of eight hours and eight quality points to continue. Students falling below this minimum would rarely have a reversal of form.

It is expected that a student shall earn twelve hours and twelve quality points each semester to continue in good standing.

A student earning eight hours or more in a semester and at least eight quality points but less than twelve quality points may continue but shall be on probation for one semester. He must earn enough hours and quality points to be in good standing the following semester in order to continue.

Each person shall be considered individually if his record is poor with a view to allowing exceptions because of personal illness, family conditions, or good test record.

Junior Standing. Formal admission to Junior Standing is a requisite for continuing the program in teacher education. This marks the

time when the professional work is intensified. Fourth semester students will make application for admission to Junior Standing, for which they are required to meet the following qualifications:

1. The scholastic record must be "C" average or better for the first two years' work.

2. A "C" average must be attained in English courses or a satisfactory score made on the Sophomore English Test. Students transferring English credits must pass the Sophomore English test.

3. Adequate background as measured by the Sophomore Tests (December or March) in English, General Culture, and Contemporary Affairs must be shown. Students who rank low in all three tests will be required to take an additional three hour course, and to repeat the Sophomore Tests.

4. A personality that is satisfactory for a teacher must be in evidence. Reports of six or seven members of the faculty form the basis for evaluating this factor.

5. Evidence of physical stamina and freedom from physical defects that may interfere with the duties of a teacher must be presented.

6. The voice must be pleasing and free from objectionable qualities.

7. A well balanced record of extra-curricular activities must have been developed.

8. The student shall meet the specific requirements of his curriculum and the courses prescribed for the first two years.

Students who fail to meet the above requirements will be given one semester plus summer sessions to make them up. Students who fail to clear their deficiencies at the time of their second application will be denied further professional training leading to certification, until the deficiency is made up.

Credentials will be examined by the Committee on Professional Standards and decisions will be reached on the basis of all evidence available.

Eligibility for Student Teaching. No student will be permitted to do student teaching unless he holds a Certificate of Junior Standing. Also, he must continue to have a "C" average.

Student teaching in the summer session is restricted to those who have had previous student teaching in this school or several years of actual teaching experience. Application to do student teaching during the summer session should be made before May 15.

REQUIREMENTS FOR GRADUATION

Every student entering the State Teachers College, Indiana, Pennsylvania, selects one of the six degree curricula offered at this College. All curricula are definitely four years in length, and all lead to the degree of Bachelor of Science in Education or in some specific field of education and entitle the graduate to the Provisional College Certificate in the field of his election. Any student who desires to pursue any part of the selected curriculum at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction. Formal application for a degree and a certificate must be made by each candidate for a degree. Consult the individual curriculum for further details.

TWO-YEAR AND THREE-YEAR GRADUATES SEEKING A DEGREE

Former graduates of a two or three-year curriculum at the State Teachers College, Indiana, Pennsylvania, who become candidates for a degree from this school must do at least one-half of the work required beyond previous graduation or certification at Indiana. An amount up to one-half the required work may be transferred from other accredited schools provided the courses pursued are the same or equivalent to courses given here and provided that all grades be above "D" or the equivalent.

REQUIREMENTS FOR CERTIFICATION

State Standard Limited Certificate. Teachers holding this Certificate will note particularly that work for the renewal of the State Standard Limited Certificate must be approved toward a degree in the elementary field. This renewal work should be taken in the college from which the student expects to secure his degree. If taken at another college, approval of the courses must be secured in advance from the Dean of Instruction of the college from which the student expects to secure his degree.

Provisional College Certificates. The Provisional College Certificate is issued to each graduate and entitles him to teach the subjects indicated on the face of the certificate for a period of three years. Three years of successful teaching and the completion of six semester hours of additional approved credit enables the holder to receive the Permanent College Certificate. This is a life certificate to teach the subjects in his field in any public school in the State. If a student as an undergraduate has not had work in History of the United States and Pennsylvania, then it must be included in the six hours.

The holder of a college certificate in the elementary field may be certificated for teaching in the secondary field by adding 30 hours in secondary education, including six hours' student teaching in the secondary grades, and securing 18 hours of approved credit in a major field or in each of several major fields of secondary education.

The holder of a college certificate in the secondary field or in one of the special fields who wishes to secure certification in the elementary field must secure 30 semester hours of approved training in work definitely organized for the preparation of elementary-school teachers, including at least six semester hours of student teaching in the elementary field.

Elementary-Temporary Standard Certificate. On March 6, 1942, the State Council of Education authorized the Superintendent of Public Instruction to issue an elementary-temporary standard certificate valid for teaching in the elementary field for a period of one year to the holder of a certificate which is valid for teaching in the secondary field, under certain conditions, which are chiefly:

1. A written request shall be presented to the Superintendent of Public Instruction by the superintendent under whose jurisdiction the teacher is to serve.

2. The certificate may be renewed for an additional period of one year through the presentation of an official transcript showing that six semester hours of further professional education in the elementary field have been completed.

FEES, DEPOSITS, REPAYMENTS

(Subject to Change)

CONTINGENT FEES

Contingent Fee for Regular Session. A contingent fee for each student in each curriculum is charged as follows:

	Semester
Elementary Curriculum	$45.00
Secondary Curriculum	45.00
Art Curriculum	63.00
Business Education Curriculum	57.00
Home Economics Curriculum	72.00
*Music Education Curriculum	90.00

This fee covers registration and the keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities.

Students taking seven or fewer semester hours—whether in regular, Saturday Campus, or extension classes—pay at the rate of $7.50 per semester hour. Students taking more than seven semester hours pay the regular contingent fees; provided that the regular contingent fee for special curricula shall be pro-rated on the basis that the number of semester hours taken is to eighteen semester hours.

Contingent Fee for the Six-Weeks Summer Sessions. The fee for each Summer Session is $7.50 per semester hour. A minimum contingent fee of $22.50 is charged.

Contingent Fee for Special Curricula. In addition to the above fee for the summer sessions, students enroled in the special curricula will pay the following additional contingent fees:

	Each Summer Session
Art	$ 6.00
Business Education	4.00
Home Economics	9.00
Music Education	15.00

* This fee includes private instruction for all work which may be assigned by the Director or by the student's adviser, but does not include fees listed under "Special Fees for Music Students" on Page 37.

HOUSING FEE

The housing fee for students is $90.00 per one-half semester, $60.00 for each Summer Session. This includes room, meals, and limited laundry. For rooms with running water an additional charge of $9.00 per student per semester, or $3.00 for each Summer Session is made. No reduction in the rate is to be made for laundry done at home or for absence of students who go home for a few days at a time. A student may, at the direction of the President of the College, occupy a double room alone by paying an additional $36.00 per semester, or $12.00 for a Summer Session. Not available in 1949-1950.

STUDENT ACTIVITY FEE

An activity fee is collected from all regular students and administered through the Student Co-operative Association under regulations approved by the Board of Trustees. This fee of $12.50 per semester covers the cost of student activities in athletics, lectures, entertainment, student publications, etc., and is payable in one sum for the semester at the time of registration. For each Summer Session the fee is $2.50. No activity fee is charged for Saturday campus and extension classes.

LATE REGISTRATION FEE

Each student registering after the date officially set for registration is required to pay an additional fee of $1.00 per day until the student is in regular attendance (except when permission for late registration has been secured in advance from the President because of illness or other unavoidable causes), provided that the total amount of the Late Registration Fee shall not exceed $5.00. The same regulation shall apply to approved inter-semester payments.

FEES FOR OUT-OF-STATE STUDENTS

Students whose legal residence is out of the State of Pennsylvania, carrying the regular 32 semester-hour load in secondary and elementary education, pay a contingent fee of $240.00 per year or at the rate of $7.50 per credit. Out-of-state students enrolled in other curricula pay additional contingent fees as follows: Art, $36.00; Business Education, $24.00; Home Economics, $54.00; Music Education, $90.00.

SPECIAL FEES

Private Instruction in Music. A charge of $24.00 per semester is made for one lesson per week in voice, piano, band or orchestral instruments to persons not registered in the Music Department. Members of the Music Department who wish additional private instruction other than that assigned by the Director (and included in their $45.00 contingent fee) pay the same rate for this extra private instruction.

The fee for practice use of piano, band, or orchestral instruments for one period per day is $6.00 per semester. The fee for practice use of the

pipe organ one period per day is $36.00 per semester. If state-owned instruments are not available, the Music Department will assist in securing instruments from individuals for students at the current rate of $8.00 per semester.

Damage Fee. Students are responsible for damages, breakage, loss, or delayed return of college property.

Infirmary Fee. After three days in the college infirmary the College shall charge an additional $1.00 for each day. Day students who are admitted to the infirmary board at the rate of $2.00 a day. This charge includes the regular nurse and regular medical service but does not include special nurse or special medical service.

Degree Fee. A fee of $5.00 to cover the cost of a diploma must be paid by each candidate for a degree.

Transcript Fee. A fee of $1.00 is charged for the second and each subsequent transcript of records. This fee shall be waived in case of requests for transcripts to be used in connection with induction, enlistment, or advancement in the armed services.

Delinquent Accounts. No student shall be enroled, graduated, or receive a transcript of his records until all previous charges have been paid.

In addition to the above fees the average student will require approximately $30.00 per semester for books, gymnasium costume, student organization dues, etc.

DEPOSITS

Advance Registration Deposit. A deposit of $10.00 must be made by all students when registration is requested. A check or money order for this amount must be drawn to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. This is a guarantee of the student's intention to enter college for the term or semester designated. This money is deposited with the Department of Revenue to the credit of the student's contingent fee. If, however, the student notifies the College at least three weeks before the opening of school that he is unable to enter, or if the student is rejected by the College, repayment of this deposit will be made on application by the student to the college authorities. This repayment must be approved by the Board of Trustees and by the Department of Revenue.

No fees or deposits other than those specified above will be charged.

Private Accounts. As a convenience to students, personal deposits may be made in the Student Co-operative Book Store and drawn against by countercheck from time to time. A small fee will be charged for this service.

REPAYMENTS

No refunds will be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.

No return of any part of the advance registration deposit will be made for any causes whatsoever, except (1) where students give notice of intention to withdraw at least three weeks before the College opens, or (2) when the student is rejected by the College. For personal illness, if certified to by an attending physician, or for other reasons approved by the Board of Trustees, the housing and contingent fees for that part of the semester which the student does not spend in college will be refunded.

TIME OF PAYMENTS

Payment in full of First Summer Session fees ---------- June 5
Payment in full of Second Summer Session fees ---------- July 17
Payment for the first half of first semester ---------- September 11-12
Payment for the second half of first semester ---------- November 1-4
Payment for the first half of second semester ---------- January 23-24
Payment for second half of second semester---------- March 19-23

Payment for the entire semester may be made in September and January if desired.

HOW BILLS AND CHARGES ARE TO BE PAID

All bills, including contingent fee, housing fee, extra room rent and special department fees are payable at least nine weeks in advance. Checks should be made payable to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. Checks or money orders must be presented in the exact amount of the account. Book Store purchases are on a cash basis.

Students will not be permitted to enrol for any semester until all bills previously incurred have been paid; nor will credit be certified to other institutions or to the Department of Public Instruction until all overdue accounts have been paid.

Students desiring to leave school before the close of a semester must report to the President and to the Business Office to settle all unpaid accounts.

Meal tickets for visitors can be obtained in the office of the dietition or in the business office.

All checks must be made payable to the Commonwealth of Pennsylvania, except for the activity fee, which should be made payable to the Treasurer of the Student Co-operative Association.

SUMMARY OF FEES

(Subject to Change)

STUDENTS LIVING AT THE COLLEGE

First Semester

Description	Elementary Ed.	Secondary Ed.	Art Ed.	Bus. Ed.	Home Ec. Ed.	Music Ed.
Amount Due Sept. 11-12, 1950						
Contingent Fee	$ 22.50	$ 22.50	$ 31.50	$ 28.50	$ 36.00	$ 45.00
Room, Board & Laundry	90.00	90.00	90.00	90.00	90.00	90.00
Total Due Commonwealth of Pa.	$112.50	$112.50	$121.50	$118.50	$126.00	$135.00
Activities Fee—Total Due Students Co-operative Ass'n.	$ 12.50	$ 12.50	$ 12.50	$ 12.50	$ 12.50	$ 12.50
Amount Due Nov. 1-4, 1950						
Contingent Fee	$ 22.50	$ 22.50	$ 31.50	$ 28.50	$ 36.00	$ 45.00
Room, Board & Laundry	90.00	90.00	90.00	90.00	90.00	90.00
Total Due Commonwealth of Pa.	$112.50	$112.50	$121.50	$118.50	$126.00	$135.00
Total—First Semester	$237.50	$237.50	$255.50	$249.50	$264.50	$282.50

Fees for the Second Semester are the same as the above.

STUDENTS NOT LIVING AT THE COLLEGE

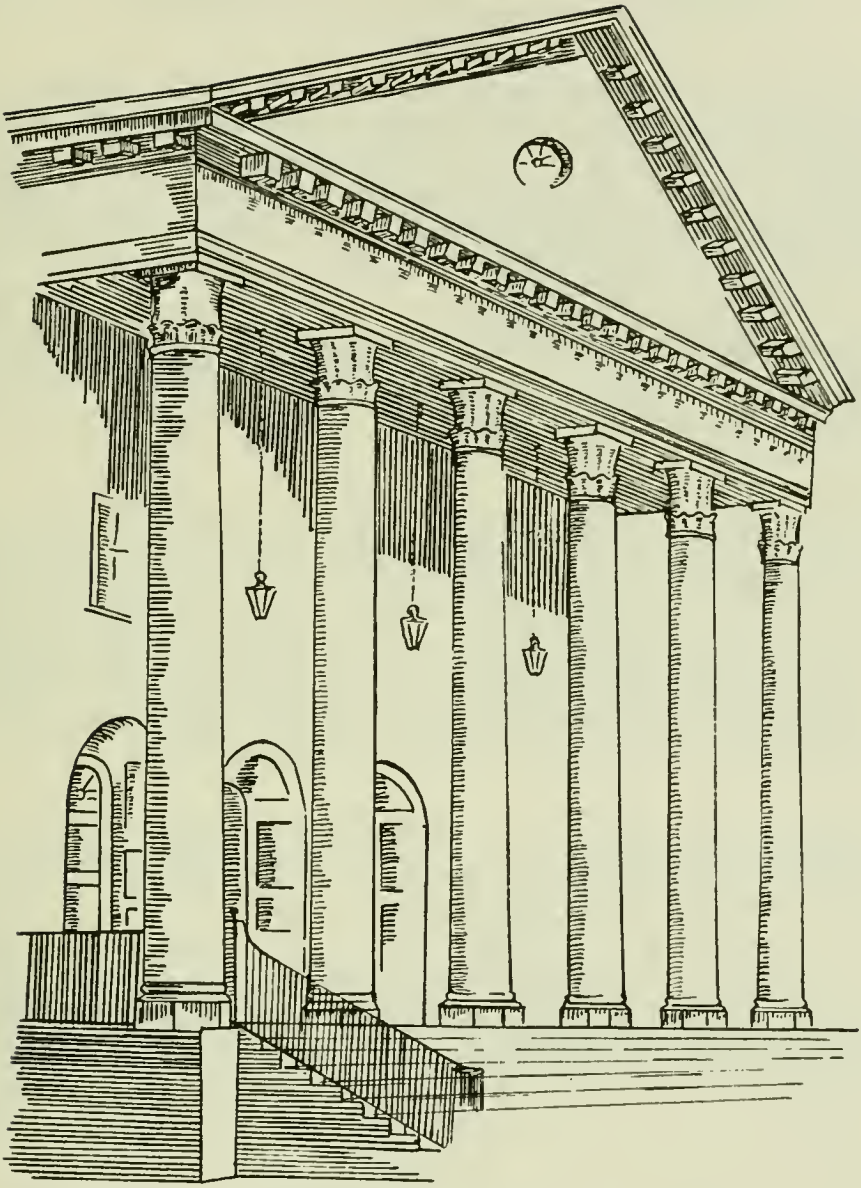
First Semester

Description	Elementary Ed.	Secondary Ed.	Art Ed.	Bus. Ed.	Home Ec. Ed.	Music Ed.
Amount Due Sept. 11-12, 1950						
Contingent Fee—Total Due Commonwealth of Pa.	$ 22.50	$ 22.50	$ 31.50	$ 28.50	$ 36.00	$ 45.00
Activities Fee—Total Due Students Co-operative Ass'n.	$ 12.50	$ 12.50	$ 12.50	$ 12.50	$ 12.50	$ 12.50
Amount Due Nov. 1-4, 1950						
Contingent Fee—Total Due Commonwealth of Pa.	$ 22.50	$ 22.50	$ 31.50	$ 28.50	$ 36.00	$ 45.00
Total—First Semester	$ 57.50	$ 57.50	$ 75.50	$ 69.50	$ 84.50	$102.50

Fees for the Second Semester are the same as the above.

If Advance Reservation Deposit of $10.00 has been paid, please deduct $10.00 from the September payment due the Commonwealth.

Payment for the entire semester may be made in September and January.



THE DIVISION OF ELEMENTARY EDUCATION

THE DIVISION OF SECONDARY EDUCATION

DIVISION OF ELEMENTARY EDUCATION

IRENE RUSSELL, *Director of Division*

The elementary curriculum is planned to prepare students to teach children who are enrolled in kindergarten, intermediate, and rural schools. Upon the completion of the work in this curriculum, the student will receive the degree Bachelor of Science in Education, and a College Provisional Certificate, entitling the graduate to teach in the public schools of Pennsylvania.

Persons with degrees in other fields may be certified in elementary education upon completion of thirty or more semester hours work in this field, including six semester hours of student teaching in the elementary field.

Opportunities in Elementary Education. Capable high school students who like and enjoy children will find that the field of elementary education offers them many opportunities for real service. The elementary curriculum is so designed that it provides a broad cultural and professional background. Activities with children begin in the freshman year. Keith School offers to elementary students excellent opportunities for observation, demonstration, and student teaching.

Placement opportunities for elementary teachers with degrees are unusually good because the number of existing vacancies exceeds the number of elementary teachers available.

The State Legislature has established a single salary schedule for elementary and secondary school teachers. Following a desirable minimum salary, additional yearly increments are guaranteed for eight years.

FEES

(Subject to Change)

	Semester
Contingent Fee (payable in two installments)	$45.00
Housing Fee (payable in two installments)	180.00
Activity Fee	12.50
	237.50

(Also see pages 36 to 40)

CURRICULUM IN ELEMENTARY EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
American Literature	3	3
Principles of Geography	3	3
Biological Science I	4	3
Health and Physical Education I	3	1
Place and Purpose of Education	3	3
Appreciation of Music	3	2
	19	15

SECOND SEMESTER

	Clock Hours	Semester Hours
English I	4	3
Fundamentals of Speech	3	3
History of Civilization	4	4
Biological Science II	4	3
Health and Physical Education II	3	1
Appreciation of Art	3	2
	21	16

THIRD SEMESTER

	Clock Hours	Semester Hours
English II	3	3
U. S. History before 1865	3	3
General Psychology	3	3
Physical Science I	4	3
Health and Physical Education III	3	1
Children's Literature and Story Telling	3	3
	19	16

FOURTH SEMESTER

	Clock Hours	Semester Hours
English Literature	3	3
Economic Geography	3	3
U. S. History since 1865	3	3
Physical Science II	4	3
Health and Physical Education IV	3	1
Visual Education	2	1
Elective	3	3
	21	17

FIFTH SEMESTER

	Clock Hours	Semester Hours
Teaching of English	4	3
*Music I	4	2
*Art I	4	2
Curriculum in Arithmetic	2	2
Curriculum in Elementary Science	4	3
Health and Physical Education V	3	1
Elective	2	2
History of Pennsylvania	2	2
	25	17

SIXTH SEMESTER

	Clock Hours	Semester Hours
Teaching of Reading	3	3
*Music II	3	2
*Art II	3	2
Principles of Sociology or Principles of Economics	3	3
Educational Psychology	3	3
Health and Physical Education VI	3	1
Elective	3	3
	21	17

SEVENTH SEMESTER

	Clock Hours	Semester Hours
Educational Measurements	2	2
School Law	1	1
Evolution of the American Public School	2	2
Ethics	3	3
American Government	3	3
Electives	4	4
	15	15

EIGHTH SEMESTER

	Clock Hours	Semester Hours
Student Teaching and Conferences	18	12
Curriculum Materials and Adaptation	4	3
	22	15

* Students enroled in the Elementary Curriculum must demonstrate in written and oral examinations a sufficient mastery of the knowledge and skills necessary to enable them to pursue these professional courses with profit: otherwise they will be required to take a preliminary course in the subject without credit.

DIRECTORY OF DESCRIPTIONS OF REQUIRED COURSES FOR THE ELEMENTARY CURRICULUM

	Description on Page
ART	
Appreciation of Art	95
Art I	96
Art II	97
EDUCATION AND STUDENT TEACHING	
Place and Purpose of Education in the Social Order	49
General Psychology	49
Educational Psychology	49
Teaching of Reading	51
School Law	50
Educational Measurements	50
Visual Education	50
Children's Literature and Story-Telling	51
Evolution of the American Public School	50
Ethics	50
Student Teaching	50
Curriculum Materials	50
ENGLISH	
English Literature	55
American Literature	55
Fundamentals of Speech	59
English I	55
English II	55
Teaching of English	51
GEOGRAPHY	
Principles of Geography	64
Economic Geography	64
HEALTH EDUCATION	
Health Education I and II	68
Health Education III and IV	69
Health Education V and VI	69
MATHEMATICS	
Curriculum in Arithmetic	74
MUSIC	
Appreciation of Music	134
Music I	134
Music II	134
SCIENCE	
Biological Science I and II	77
Physical Science I and II	79
Curriculum in Elementary Science	77
SOCIAL STUDIES	
History of Civilization	84
Principles of Economics (or) Principles of Sociology	84-85
United States History Before 1865	87
United States History Since 1865	87
History of Pennsylvania	87
American Government	84

DIRECTORY OF DESCRIPTIONS OF ELECTIVE COURSES RECOMMENDED FOR THE ELEMENTARY CURRICULUM

Child Psychology	52
Conservation of Natural Resources	66
Diagnostic and Remedial Instruction in Reading	52
Early Childhood Education	52
Education for Family Living	117
Geography of Pacific Realm	65
Geography of the United States and Canada	65
Handicrafts	97
Industrial Arts	97
Mental Hygiene	53
Psychology of the Exceptional Child	52
General Safety Education	70
Teaching of American History and Government	87
Teaching of Arithmetic	74
Typewriting I	104

DIVISION OF SECONDARY EDUCATION

JOY MAHACHEK, *Director of Division*

Students preparing to teach the academic subjects in the secondary school will choose their courses from the curriculum in secondary education. That curriculum is four years in length, requires 128 semester hours properly chosen for completion, and leads to the degree of Bachelor of Science in Education and the Provisional College Certificate which entitles the holder to teach the subjects written on the face of the certificate in any junior or senior high school. Besides completing the courses listed under "Curriculum in Secondary Education," a student in that curriculum must meet the certification requirements in two fields, in one of which he must have at least 24 semester hours, and in the other at least 18 semester hours. He may choose his two fields from the following: aeronautics, English, French, geography, mathematics, science, social studies, Spanish, and speech; and fit the necessary courses into his program as electives.

Permanent certification is secured upon the completion of three years of successful teaching and the completion of six semester hours of approved work.

There are excellent opportunities for teachers in the secondary school. Trained teachers are needed to develop its changing curriculum and to prepare its students for the obligations and privileges of democracy.

The broad background and specific knowledge necessary for such teachers can be obtained by completing satisfactorily the required courses, by developing thoroughly their major interests and by making the best use of their professional training in the 12 hours of student teaching done under the careful supervision of training teachers.

FEES

(Subject to Change)

	Semester
Contingent Fee (payable in two installments)	$ 45.00
Housing Fee (payable in two installments)	180.00
Activity Fee	12.50
	$237.50

(Also see pages 36 to 40).

CURRICULUM IN SECONDARY EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
American Literature ..	3	3
Fundamentals of Speech	3	3
Biological Science I	4	3
Health and Physical Education I	3	1
Place and Purpose of Education	3	3
Appreciation of Music	3	2
	19	15

SECOND SEMESTER

	Clock Hours	Semester Hours
English I	4	3
Principles of Geography	3	3
Biological Science II ..	4	3
Health and Physical Education II	3	1
History of Civilization	4	4
Appreciation of Art ...	3	2
	21	16

THIRD SEMESTER

English II	3	3
Economic Geography ..	3	3
General Psychology ...	3	3
Physical Science I	4	3
Health and Physical Education III	3	1
Electives	3	3
	19	16

FOURTH SEMESTER

English Literature	3	3
Principles of Sociology or Principles of Economics	3	3
Educational Psychology	3	3
Physical Science II ...	4	3
Health and Physical Education IV	3	1
Electives	4	4
	20	17

FIFTH SEMESTER

American Government	3	3
School Law	1	1
Educational Measurements	2	2
Health and Physical Education V	3	1
Electives	10	10
	19	17

SIXTH SEMESTER

Health and Physical Education VI	3	1
Problems of Secondary Education	2	2
History of U. S. including History of Pennsylvania	3	3
Electives	10	10
	18	16

SEVENTH SEMESTER

Evolution of the American Public School ..	2	2
Visual Education	2	1
Ethics	3	3
Electives	10	10
	17	16

EIGHTH SEMESTER

Student Teaching and Conferences	18	12
Curriculum Materials: Selection and Adaptation	4	3
	22	15

THE REQUIRED AND ELECTIVE COURSES IN EACH FIELD ARE INDICATED BELOW·

BIOLOGY

	Clock Hours	Semester Hours
Recommended:	**12 sem. hrs.**	
Botany I and II	10	6
Zoology I and II	10	6

Chemistry I and II are required instead of Physical Science I and II.

Electives:	**12 sem. hrs.**	
Anatomy (comparative)	5	3
Bacteriology	5	3
Ecology	5	3
Entomology	5	3
Embryology	5	3
Field Botany	5	3
Field Zoology	5	3
Forestry	5	3
Heredity	5	3
Histology	5	3
Ornithology	5	3
Parasitology	5	3
Physiology	5	3
Plant Propagation	5	3
Conservation of Plant and Animal Resources	5	3

CHEMISTRY

Recommended:	**18 sem. hrs**	
Inorganic Chemistry I	6	4
Inorganic Chemistry II	6	4
Qualitative Analysis	7	3
Quantitative Analysis	7	3
Organic Chemistry	6	4

Physics I and II are required instead of Physical Science I and II. Botany (3 hrs.) and Zoology (3 hrs.) are required instead of Biological Science I and II.

Electives:	**6 sem. hrs.**	
Organic Chemistry II	5	3
Industrial Chemistry	3	3
Physical Chemistry	5	3
Biological Chemistry	5	3
Chemistry of Food and Nutrition	5	3
Photography	5	3
Colloidal Chemistry	4	3

ENGLISH

Required:	**12 sem. hrs.**	
English Composition	7	6
English and American Literature	6	6

Recommended:	**6 sem. hrs.**	
English Philology	3	3
Advanced Composition	3	3

Electives:	**6 sem. hrs**	
Shakespeare	3	3
World Literature	3	3
Modern Novel	3	3
Romantic Literature	3	3
Victorian Prose and Poetry	3	3
Essay	3	3
Short Story	3	3
Eighteenth Century Literature	3	3
Pre-Shakespearian Literature	2	2
Contemporary Poetry	3	3
Modern Drama	3	3
Journalism	3	3
American Poetry	3	3
Nineteenth Century Novel	3	3

FRENCH

Recommended:	**18 sem. hrs.**	
French I and II	6	6
French III and IV	6	6
French V: Nineteenth Century	3	3
French VI: Nineteenth Century	3	3

GENERAL SCIENCE

Recommended: **30 sem. hrs.**

Chemistry (one course)
Physics (one course)
Botany (one course)
Zoology (one course)
Earth Science (one course)
Mathematics (one course)

Other courses from these fields to make a total of 30 semester hours.

GEOGRAPHY

Required:	**6 sem. hrs.**	
Principles of Geography	3	3
Economic Geography	3	3

Recommended:	**12 sem. hrs.**	
Geography of the United States and Canada	3	3
Geography of Latin America	3	3
Geography of Europe	3	3
Geography of the Pacific Realm	3	3

Electives:	**6 sem. hrs.**	
Geography of Australasia and Africa	3	3
Commercial and Industrial Geography	3	3
Meteorology	3	3
Conservation of Natural Resources	3	3
Field Courses (to be approved)	3	to 6
Geographic Influences in American History	3	3
Geography of Pennsylvania	3	3
Physiography	3	3
Trade and Transportation	3	3
Geography of Asia	3	3
Climatology and Meteorology	3	3
Techniques and Materials in Modern Geography	3	3

MATHEMATICS

Recommended:	18 sem. hrs.	
College Algebra	3	3
Trigonometry	3	3
Analytic Geometry	3	3
Differential Calculus	3	3
Integral Calculus	3	3
Statistics	3	3
Electives:	**6 sem. hrs.**	
Applied Mathematics	3	3
Advanced College Algebra	3	3
History of Mathematics	3	3
Teaching Mathematics in the Secondary School	3	3
Synthetic Geometry	3	3
Spherical Trigonometry and Navigation	3	3

PHYSICS

Recommended:	15 sem. hrs.	
Physics I and II	12	8
Mechanics	5	3
Electricity and Magnetism	6	4

Chemistry I and II are required instead of Physical Science I and II Botany (3 hrs.) and Zoology (3 hrs.) are required instead of Biological Science I and II.

Electives:	9 sem. hrs.	
Heat	5	3
Optics	5	3
Sound	5	3
Radio Communications	5	3
Physical Measurements	5	3
Astronomy	5	3
Photography	5	3
Modern Physics	5	3
Aeronautics	6	4

SOCIAL STUDIES

Required:	13 sem. hrs.	
History of Civilization	4	4
Principles of Sociology	3	3
Principles of Economics	3	3
American Government	3	3
History of United States including History of Pennsylvania	3	3
Electives:	**sem. hrs.**	
Comparative Government	3	3
Constitutional History and Law	3	3
Contemporary Economic Problems	3	3
Contemporary European History	3	3
European History	6	6
Evolution of Social Institutions	3	3
History of England	3	3
History of the Far East	2	2
History of Latin America	3	3
History of Pennsylvania	2	2
Industrial Relations	2	2
Introduction to Philosophy	3	3
Municipal Government	3	3
Rural Sociology	3	3
Renaissance and Reformation	3	3
Social and Industrial History of the United States	3	3
Social Problems	3	3
United States History	6	6

SPANISH

Recommended:	18 sem. hrs.	
Elementary Spanish	6	6
Intermediate Spanish	6	6
Spanish V: Introduction to Spanish Literature.	3	3
Spanish VI: Spanish Conversation	3	3

SPEECH

Required:	8 sem. hrs.	
Fundamentals of Speech (not counted towards certification)	3	3
Speech Problems	3	2
Play Production	3	2
Interpretative Reading	3	2
Phonetics	2	2
Electives:	**10 sem. hrs.**	
Community Dramatics and Pageantry	3	2
Stagecraft and Scenic Design	4	2
Costuming and Make-up	3	2
Creative Dramatics	2	2
Psychology of Speech	3	3
Speech Pathology	3	3
Speech Clinic I	4	2
Speech Clinic II	4	2
Argumentation and Debate	2	2
Voice and Diction	2	2

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must participate in at least one extra-curricular activity one semester each year. Regular attendance at the weekly Convocation is required.

EDUCATION

RALPH B. BEARD, *Head of Department*

HAROLD L. CAMP
TOBIAS O. CHEW
GUY PRATT DAVIS
WILBUR EMMERT
S. TREVOR HADLEY
PAUL A. RISHEBERGER
IRENE RUSSELL

The Education Department, through its courses, furnishes the groundwork for the professionalization of the content of other courses. Thus, the Education Department serves the entire school. It reaches every student in every department and thereby makes the College a professional school. The Laboratory and Demonstration School is the workshop where the educational philosophy taught in the College is put into practice.

*CORE COURSES

Place and Purpose of Education in the Social Order **3 cr.**

The purpose of this course is to give students an overview of the aims, organization, and procedures in education—in brief, to provide an organized view of the whole field of education. The opportunities and requirements in the several fields of educational service are presented. In addition, orientation helps are given in methods of studying effectively.

General Psychology **3 cr.**

This course, a prerequisite to all other psychology courses, is a preview of the scientific study of the activities of the human organism in relation to the environment. It introduces the student to the aims and methods of psychology and the specialized vocabulary of the subject as well as the general principles involved.

Educational Psychology **3 cr.**

This course involves a study of the scientific nature of the educative process, its nature, meaning, and implications. It endeavors to enable the student to gain an understanding of the materials, methods, and skills of importance to the teacher; to make possible a comprehensive understanding of the most effective principles involved in the process of learning and behavior; to develop a functional understanding of the individual variations and the ways-and-means of guidance of such differences and potentialities, and of the problem of human dynamics; to discern the factors conditioning the behavior of the pupil, the teacher, and the organization of the school; and to study the essential principles of mental hygiene from the viewpoint of the inter-relation of the pupil, the teacher, the school. Prerequisite: General Psychology.

*Courses required in the Elementary and Secondary Education Curricula.

School Law **1 cr.**

The purpose of this course is to familiarize the prospective teacher with the legal phases of the Pennsylvania School System. Laws concerning admission, attendance, tuition, health, discipline, courses of study, special education, certification, contracts, salaries, retirement, finance and state subsidies are considered. State, county and district organizations for education in Pennsylvania are studied.

Educational Measurements **2 cr.**

This course is designed to acquaint students with (1) the elementary statistical techniques used in measurements; (2) the construction and use of different types of objective tests; and (3) the standard tests in the several fields, their uses as related to instruction, and the criteria for their evaluation.

Visual Education **1 cr.**

This is a core course required of all students before a permanent certificate will be granted by the Commonwealth of Pennsylvania. Its purpose is to prepare teachers to know how and when to use visual and other sensory aids. Techniques for the use of the various visual-sensory aids are stressed.

Evolution of the American Public School **2 cr.**

This course presents a study of the European influence on early American education, the development of the various types of schools and their modifications as influenced by educational movements at home and abroad, and the leaders connected with these movements. Special attention is given to the development of the Pennsylvania system and its present organization.

Ethics **3 cr.**

The purpose of this course is to aid prospective teachers in the formulation of concepts of high standards of conduct in relation to all phases of life. Brief consideration is given to the historical development of ethics after which careful thought is given to numerous phases: individual, social, political, economic, and professional conduct. Special emphasis is given to the ethics involved in the teaching profession.

Curriculum Materials: Selection and Adaptation **3 cr.**

The purpose of this course is to broaden the concept of subject matter and to give the beginning teacher a sense of values which can be used in the selection of educational experiences. It aims also to teach him, through guidance in his planning and teaching, how to organize, motivate, and carry out these experiences in child learning. The course is given concurrently with student teaching.

Student Teaching **12 cr.**

Each student is required to teach full time for one semester. The teaching is done in the Laboratory School, and in the cooperating public

schools under college supervision. A gradual induction into the process of teaching is given by supervising teachers. A student is expected, as a result of the course, to be able to take complete charge of a teaching position and to adjust to the school system in which he may teach after graduation.

See page 33 for eligibility requirements.

REQUIRED COURSES FOR ELEMENTARY EDUCATION STUDENTS

Children's Literature and Story-Telling **3 cr.**

In this course the students acquire a wide acquaintance with children's literature, old and new. Development of literary standards aid in the wise selection of books. Ways and means to develop, stimulate, and guide children's reading of literature are presented. Principles and techniques of successful storytelling are studied and practiced.

Teaching of English **3 cr.**

This course prepares the student to direct the elementary child to meet adequately all situations in which communication plays a vital part. The principles and procedures incorporated in the presentation of oral and written composition, handwriting, and spelling are developed. Attention is given to the organization of instructional materials. Observation of classes in the Laboratory School provide opportunity to see theory translated into action. Prerequisite: Fulfillment of English requirement for Junior Standing.

Teaching of Reading **3 cr.**

This course includes a study of the psychology of learning as related to the teaching of reading, principles and procedures of presentation, and the organization of instructional materials. Observation of elementary classes in the Laboratory Schools enables the student to see theory in action. Prerequisite: Fulfillment of English requirement for Junior Standing.

REQUIRED COURSES FOR SECONDARY EDUCATION STUDENTS

Problems of Secondary Education **2 cr.**

This is a basic course in Secondary Education, and involves a consideration of the practical problems of development, organization, and management as they affect the secondary-school teacher at work. The course includes problems in organization, administration, curricula, classroom management, extra-class activities and other major areas in Secondary Education.

ELECTIVE EDUCATION COURSES

Adolescent Psychology **3 cr.**

This course is a study of the adolescent child as revealed by researches of his emotions, personality integration, social adjustment, char-

acter development, moral problems, attitudes, religious interests, home adjustments, and mental hygiene. The changeable unpredictive adolescent becomes here the normal child to be more intelligently guided by the understanding teacher. Prerequisite: General Psychology.

Child Psychology (Elementary) **3 cr.**

This course purposes to study the child as a maturing and behaving organism. It involves a consideration of the origins of child behavior and the emergent reaction patterns; a mastery of those facts and principles which will aid in an interpretation of such behavior; and an application of the principles of learning to the child's educative process. Prerequisite: General Psychology.

Diagnostic and Remedial Instruction in Reading **3 cr.**

The fundamental objectives of this course are to enable the classroom teacher to diagnose reading disabilities and to apply proper corrective procedures. Emphasis is placed upon case studies in both diagnosis and remediation. Each student is required to do individual testing. Basic principles, materials, and organization for remedial instruction are considered. Prerequisites: The Teaching of Reading, Educational Measurements.

The Psychology of the Exceptional Child 3 cr.

This course presents a pattern of orientation to the prospective teacher with respect to variations among individual school children, their nature, meaning, and potential utilization as maturing individuals. From this viewpoint it considers more especially the mentally retarded child, the mentally superior, organic disabilities, speech problems, and personality problems and adjustment. As such, it endeavors to answer the question, "How can the needs of the exceptional child be best met in the public school?" Prerequisites: General Psychology, Educational Psychology, Educational Measurements.

Reading Problems of Intermediate, Junior, and Senior High School Students 3 cr.

This course takes up the problems met in reading history, science. geography, English, mathematics, and all content fields. Specific aid is given in the development of readiness for reading, vocabulary development, rates of comprehension, study techniques, and the basic reading skills.

Early Childhood Education **3 cr.**

This course aims to develop knowledge and appreciation of child development and to show how educational methods have advanced in recognizing the importance of environment, experiences, interests and abilities. The activities of the early grades will be considered as they function in meeting the needs of the child.

Guidance **3 cr.**

This course presents the need for and the nature of guidance in the secondary school, together with the concepts, kinds, and methods of guidance. The use of tests in guidance is demonstrated by a battery of tests administered to members of the class. Emphasis is placed upon the functional aspects of guidance in educational and vocational fields; in personal, social and civic development; and in recreational and health habits. The three-fold function of the course aims at guidance, education for competence, and placement. Prerequisite: Educational Measurements (offered Summer, 1949).

Mental Hygiene **3 cr.**

This course endeavors to develop a background for the study of human conduct and an understanding of the foundations of human behavior, together with an application of the emergent principles to the life of the everyday person. It is designed especially for students in art, business, home economics, and secondary education. Prerequisites: General Psychology; Educational Psychology.

THE PSYCHO-EDUCATIONAL BUREAU

The program of the Psycho-Educational Bureau involves the rendering of assistance to supervisory officials and classroom teachers of both the public and private schools of the college service area in the following general areas: diagnosis of academic and behavior problems, follow-up programs, and formulation of remedial patterns of instruction. The program further includes guidance with respect to personality adjustments, reading improvement and study skills on the college level.

The Psycho-Educational Bureau is specifically concerned with individual and group testing with respect to academic ability and aptitudes, the measurement of educational achievement, the sensory functions, special abilities and disabilities, and personality adjustment and integration.

The work of the Bureau is chiefly individual.

ENGLISH AND SPEECH

RHODES R. STABLEY, *Head of Department*

ABIGAIL C. BOARDMAN
J. STANLEY COOK
CHARLES F. DIEHL
ROBERT W. ENSLEY
EDNA HAYS
ARTHUR F. NICHOLSON
CARRIE BELLE PARKS NORTON
REBA NILES PERKINS

The English Department serves two functions: First, through its core courses, required of all students, the Department aims at the improvement of English usage throughout the College. Second, for a select group of students who demonstrate marked interest and competence, the Department undertakes to give the specialized training needed for the teaching of English and Speech in the secondary schools.

Because of the need of good English by teachers of all subjects, candidates for Junior Standing are required to reach a satisfactory standard for both oral and written expression (See page 33). At the end of the sophomore year, therefore, a general English examination is given to all students to determine their competency in these matters. Speech difficulties are also checked on. A speech test is given to all entering freshmen, and wherever noticeable defects or limitations are revealed, an appropriate remedial program is arranged for the individual according to his needs.

A student may elect to specialize in either English or Speech; perhaps even in both. (Indeed, a student electing either one as his first field of specialization is strongly urged to elect the other as his second field.) Certification in either area requires 24 semester hours credit if the student offers it as his first field of specialization, and 18 semester hours credit if he offers it as his second field. However, these are only minimum requirements. Students seeking really adequate preparation for teaching should plan to take as many additional hours of electives as possible. Furthermore, many universities require at least 30 hours of undergraduate work in any given field as a prerequisite to study for advanced degrees.

A few students in other departments, or even in divisions other than secondary, may also, by judicious selection of electives and careful utilization of time, arrange their programs so as to add English or Speech to their certificates.

COMPOSITION AND LITERATURE

CORE COURSES

The courses described below are required of all students in all curricula, except that Art, Business Education, and Home Economics students are obliged to take only one course in literature; usually this is American Literature. A few exceptional students are also granted ex-

emptions from English II by special examination and permitted to pursue a more advanced course. The courses are listed in the order in which they should be taken.

American Literature 3 cr.

The aim of this course is to help students read the literature of their own country with greater understanding and appreciation. The materials studied are the works of major American authors, with special emphasis on contemporary writing which reflects and interprets American life and thought. Wide free reading is fostered. First semester, freshman year.

English I 3 cr.

This is an introductory course in written composition, featured by extensive use, in class and out, of the individual conference method. Improvement is also sought in reading habits, interests and skills. Library instruction, dictionary study and practice in finding and using research materials are included. Second semester, freshman year.

English II 3 cr.

This course, essentially a continuation of English I, also relies heavily on the individual conference method. Special emphasis is put on the further development of techniques to the writing of research papers. First semester, sophomore year.

English Literature 3 cr.

The materials of this course are selected largely from the work of outstanding British authors; present-day writing is given chief emphasis. As in the case of American Literature, this course aims principally at the improvement of literary appreciation and understanding. Again, wide free reading is fostered . Second semester, sophomore year.

COURSES RECOMMENDED FOR SPECIALIZATION IN ENGLISH

In addition to the core courses, students desiring to make English their first field of specialization (24 hours) should elect all of the four courses described below. Students desiring to make English only a second field of specialization (18 hours) should elect either English Philology or Advanced Composition and one of the courses under Recent Trends. The Department will rarely recommend for certification anyone who does not have credit for these courses. Permission to enrol must be obtained from the Department Head, and will be granted only to those students who have already made a good record in the core courses.

English Philology 3 cr.

Aimed at giving students an understanding of the technicalities of modern English grammar and usage, this course includes the following topics: brief history of the language; levels of usage; present-day syntax; word origins, pronunciation, and spelling; and technical nomenclature. Second semester, each year.

Advanced Composition 3 cr.

Primarily for students specializing in English, this course seeks to develop creative ability as well as to perfect writing style. Much free composition is attempted in such literary types as the short story, the magazine article, the personal essay, and the one-act play, with incidental attention to the possibilities of publication. First semester, each year.

Recent Trends in the Teaching of English 3 cr.

Designed to acquaint students with modern principles in the teaching of high-school English, this course treats such subjects as the sources of composition materials, good usage, factual and imaginative writing. Attention is given to the selection of suitable reading materials, extensive and intensive reading practices, literary appreciation, and developmental reading in high school. Students observe adolescents in the campus school and many other situations. They study evaluation in English and lesson and unit planning. Students are also introduced to professional organizations and publications in the field of English. Given each semester.

ELECTIVES: LITERATURE COURSES*

Although offered primarily to meet the needs of students who are preparing to become teachers of literature, the courses described below are open to all other students of the College as free electives. Permission to enrol must be obtained from the Department Head. Pre-requisites are normally assumed to be the core courses; however, obviously competent students are permitted to register for some of these electives even before the core courses have been completed. Indeed, freshmen who know that they are going to specialize in English are urged to take at least a two-credit elective as a means of completing their class programs. The order in which the courses are listed is approximately the order in which they should be taken.

Short Story 2 or 3 cr.

This course aims to study the short story as the newest and most popular of modern literary types. Outstanding works of the best American, British and Continental authors are included. Incidental attention is given to the utilization of similar materials in the junior and senior high school literature program. First semester 1950-51.

Modern Novel 3 cr.

Through the rapid reading of many novels and the detailed reading of a few, this course seeks to provide a sound basis for the criticism and interpretation of contemporary literature. American and British works are studied chiefly, but a number of well-translated foreign novels are also included. Second semester, 1950-51.

Modern Drama 3 cr.

The reading of important modern American, British, and European dramas—from Ibsen to the present—constitutes the basis of this course.

Attention is also given to the historical development of dramatic literature, production, and criticism. First semester, 1949-50.

Contemporary Poetry 2 or 3 cr.

This course includes the best work of such contemporary American and British poets as Eliot, Frost, Hardy, Housman, Jeffers, Lindsay MacLeish, Masefield, Millay, Sandburg, Teasdale, and Yeats; and of the older poets, Walt Whitman and Emily Dickinson, because they also reflect the modern spirit. Second semester, 1950-51.

Pre-Shakespearean Literature 2 cr.

A seminar course which includes a study of the best of the English classics written before 1590. Open to all students. Works selected include Arthurian legend, the poetry of Chaucer, and important early dramas and novels. First semester, 1949-50.

Shakespeare **3 cr.**

A careful analysis of the major plays, a rapid reading of many others, and a brief historical survey of the Elizabethan Age comprise the principal work of this course. Second semester, 1949-50.

Romantic Literature 2 or 3 cr.

The chief poetic works of Wordsworth, Coleridge, Shelley, Keats. Byron and Scott—read with special reference to the social and philosophic problems of the period—constitute the principal materials of this course. The critical work of Hazlitt, Hunt, and DeQuincey is also examined briefly. First semester, 1949-50.

Victorian Poetry and Prose 2 or 3 cr.

In this course the Victorian era is studied as a separate literary and sociological entity. The work of Arnold, Browning, Carlyle, Huxley, Newman, Ruskin, and Tennyson is emphasized. Appreciation and criticism of the period are fostered, and its social implications studied with reference to present-day problems. First semester, 1950-51.

World Literature **3 cr.**

Extensive reading of foreign literature in translation, chosen from Oriental, European, and South American countries, forms the basis of this course. There is a loose grouping of materials by nationalities so as to make possible a study of common problems, temperaments, and literary characteristics. Second semester. 1949-50.

ELECTIVES: COMPOSITION COURSES*

The courses described below are open to students throughout the College as free electives. Permission to enrol must be obtained from the Department Head.

Advanced Composition 3 cr.

See page 56 for course description.

Journalism 2 or 3 cr.

This course covers the writing of the news story, the column, the feature story, and the editorial. Such principal features of the newspaper as makeup and editorial policy are also studied. An attempt is made to correlate class work with that of campus publications, as well as to prepare students to be faculty advisers of school publications. First and second semester, each year.

ELECTIVES IN SPEECH AND DRAMA OPEN TO ENGLISH MAJORS

Three courses described under the Speech and Drama curriculum may be elected by students who are making English their first field of specialization (24 hours); these courses may be counted toward graduation in this area. English majors are specially urged to take Play Production.

Radio in Education I 2 cr.

See page 61 for course description.

Radio in Education II 2 cr.

See page 61 for course description.

Play Production 2 cr.

See page 59 for course description.

SPEECH

To satisfy a growing demand for teachers of speech and dramatics in the public schools, the College is now authorized to offer a complete speech curriculum. Students desiring certification in this area may elect speech either as a first field of specialization, which requires 24 semester hours credit, or as a second field of specialization, which requires 18 semester hours credit. Specialization in Speech at this college will also provide the basic courses for certification in Speech Correction. Certain additional courses must be taken elsewhere.

Students who are not interested in securing certification, but who wish simply to prepare themselves more adequately for handling the

* In addition to the composition electives described here, three other courses are occasionally offered as composition electives; they are Short Story (2 cr.), Playwriting (2 cr.), Essay (2 cr.).

language problems incident to all teaching, may, with the consent of the instructor, register for certain courses just as free electives. However, by carefully utilizing their elective opportunities, students in almost all curricula will find it possible to add Speech to their certificates and thus be prepared to teach Speech and coach speech activities in their own schools.

The courses in speech are designed to develop the student's powers of oral expression and communication, to present a rich culture in speech arts and science, and to aid in vocational preparation. About half of the courses offered are technical courses aimed at preparing students to deal expertly with problems of speech improvement and correction; the other half are courses in which the art aspects of speech are emphasized.

In addition to formal courses, a speech clinic assists in remedying speech difficulties of those who fail the qualifying speech test upon entrance to college. Students whom this test reveals to have serious speech defects may be refused admittance to college (see page 30); others with less serious defects may not attain Junior Standing until they have remedied their deficiencies (see page 33).

COURSES REQUIRED OF ALL FRESHMEN

Fundamentals of Speech 3 cr.

The chief purposes of this course are to develop self-confidence and ability in the composition and delivery of informal talks, and to enable the student to use speech as an effective instrument of social communication. This course may not be counted in the 18-hour minimum required for certification. Each semester.

COURSES REQUIRED FOR CERTIFICATION IN SPEECH

Interpretative Reading 2 cr.

Technique and spirit conducive to intelligent interpretation of literature are stressed in this course. The mono-drama, lecture recital, interpretation of classic and modern drama, book review, and adaptation and presentation of prose and poetry are included. Artistry in platform deportment, voice emphasis, phrasing, and program construction are primary objectives.

Play Production 2 cr.

Workshop activity in the production of plays affords each student opportunities in acting, casting, rehearsal techniques, and directing. Included are make-up, scenery and lighting, and materials for school dramatics. This course may be counted toward graduation in English by students who are making English their first field of specialization.

Phonetics **2 cr.**

This course is designed to familiarize students with the speech organs and their functions, thereby establishing the basis for good diction. A working knowledge of the International Phonetic Alphabet symbols, which is basic to the solution of problems arising in language and oral reading in the elementary and secondary schools, is aimed at.

Speech Problems **2 cr.**

The aim of this course is twofold: to correct and improve the voices of prospective teachers and to provide materials, methods, and techniques for improving the speech of their pupils. Prerequisites: Phonetics or Voice and Diction, and consent of the instructor.

ELECTIVES: COURSES IN SPEECH SCIENCE

Voice and Diction **2 cr.**

This course embraces a study of the physiology, physics, and hygiene of the voice, voice production, and other factors bearing on the use of the voice in the classroom. Recordings acquaint the student with his individual speech problems and serve as a gauge for improvement.

Psychology of Speech **3 cr.**

This course aims to interpret the psychological aspects of speech in relation to the learning process; to investigate the origins and development of personality and the relations of personality deviations to speech; and to gain an understanding of the psychology of speaker-audience relationships.

Speech Pathology 3 cr.

Theories of organic and functional disorders of speech arising from physiogenic and psychogenic causes are studied; differential diagnoses are considered; much emphasis is placed on hearing loss and its effect on speech. Prerequisites: Phonetics, Speech Problems or Voice and Diction, and Mental Hygiene or Psychology of Speech.

Speech Clinic 1 (Therapy) 2 cr.

A comparative study of the most modern methods of correcting all types of speech and hearing disorders is made; and practice is given in handling clinical instruments, techniques of diagnoses, writing case histories, and observing actual cases. Prerequisites: Speech Problems, Phonetics, Psychology of Speech or Mental Hygiene, and Speech Pathology.

Speech Clinic II (Practicum) 2 cr.

This is an observation and practice course applying the theories studied in Pathology and Speech Clinic I. Opportunity is given each student to work with cases under the supervision of the instructor. Prerequisite: Speech Clinic I.

ELECTIVES: COURSES IN SPEECH ARTS

Radio in Education I **2 cr.**

This course, designed to present the techniques of radio performance, gives practice in all the basic skills of radio acting, announcing, producing, and directing. Credit in this course may be counted toward graduation in either Speech or English when these are first fields of specialization.

Radio in Education II **2 cr.**

Students assume leadership in organization, creation, synchronization, and interpretation necessary to studiocraft and broadcasting. Practical experience is obtained through regular broadcasts over Station WDAD, Indiana. Prerequisite: Radio I or equivalent. See Radio I for credit allowable.

Creative Dramatics **2 cr.**

The chief aim of this course is to further the creative dramatic impulse. It provides prospective teachers or directors of dramatics in schools, summer camps, etc., with an understanding of the problems involved in the selection and production of suitable material for assembly programs, dramatic clubs, and classroom activities. Prerequisite: Play Production.

Costuming and Make-up **2 cr.**

A historical study of costume as a theatrical adjunct is made, together with a consideration of style, texture, color, textiles, and proportion as suited to dramatic moods and stage illusion. The art of make-up is considered in detail, and practical application is made for straight and character types.

Stagecraft and Scenic Design **2 cr.**

Students engage in the design and construction of settings and properties for at least two major plays. Principles of design are presented in lectures. (See also Theatre Arts, page 93).

Community Dramatics and Pageantry **2 cr.**

Students produce pageants and folk plays in this course, and study the problems involved in developing dramatic activities in rural and small communities.

Argumentation and Debate **2 cr.**

After a careful consideration of the theory and techniques that underlie debating, students are required to present argumentative speeches and to take part in debates. Special stress is placed on briefing, forms of reasoning, the classification of arguments, and parliamentary procedure.

FOREIGN LANGUAGES

EDWARD W. BIEGHLER, *Head of Department*

The objectives of the Department of Foreign Languages are two-fold: the preparation of teachers in the various language fields; and the presentation of those languages and the cultures they represent to the non-specialist who wishes to broaden his general education by some immediate contact with them.

In recognition of this double function the basic courses in the elementary and intermediate areas of Spanish and French are designed primarily for the general student. In them the central objective is the attainment of a maximum reading ability. The formalities of grammar are reduced to their functional minimum; oral drill serves to insure an accurate pronunciation and to encourage automatic response to recurring basic phrase-units. In advanced courses sufficient attention is given to those mechanics of the language necessary for its active use to afford adequate preparation of the prospective teacher.

A student offering a language as the first field of specialization must have a minimum of 24 hours in that language—18 hours as listed under recommended courses, and six hours chosen from electives. A student offering a language as a second field of specialization must have a minimum of 18 hours of credit. If possible, a language specialist should have at least the elementary work in a related language.

SPANISH

COURSES RECOMMENDED FOR SPECIALIZATION IN SPANISH

Spanish I and II: Elementary Spanish — 3 cr. each

Spanish III and IV: Intermediate Spanish — 3 cr. each

This lower division sequence I-IV covers the essentials of the language and should lead to the acquisition of sufficient vocabulary to permit facile reading of standard modern Spanish. Reading material is chosen, in part, on a basis of social content; it affords an introductory survey of Hispanic history and civilization. There are additional collateral readings in English. Literary readings from 1850 to the present time will be chosen on a basis of interest and pedagogical merit.

Students who present one year of high-school Spanish should take Spanish II; those who present two years of high-school Spanish should take Spanish III.

Spanish V: Introduction to Spanish Literature — 3 cr.

This course presents a rapid survey of the main currents of the literary history of Spain and Hispanic America, with particular stress on the literature of the Golden Age.

Spanish VI: Spanish Conversation 3 cr. or 6 cr.

This course is designed to advance the student in the basic practical mechanics of the language. Material is drawn largely from nineteenth century Spanish literature and the course constitutes an elementary survey of the literary and social history of that period.

ELECTIVE COURSES

Spanish VII: Advanced Spanish Conversation 3 cr.

This course is designed to give the student greater facility in understanding, speaking, and writing the Spanish of today. The content is based entirely on recent history, customs, and manners of the Hispanic regions. Special attention is given to current periodical literature.

Spanish VIII: Commercial Spanish 3 cr.

This is a course designed to present a basic technical and commercial vocabulary and the commonplaces of commercial usage and correspondence. The factual content stresses Latin America.

Spanish IX and X: Spanish American Literature 3 cr.

This is a survey of nineteenth century and contemporary literary and social trends.

FRENCH

COURSES RECOMMENDED FOR SPECIALIZATION IN FRENCH

French I and II (Beginning French) 3 cr. each

French III and IV (Elementary College French) 3 cr. each

The objectives and methods of these course sequences parallel those of Spanish I-IV.

French V and VI: Nineteenth Century and Contemporary French Prose and Poetry 3 cr. each

This sequence aims to present a coherent survey of the literary history of the nineteenth century with due consideration of the social factors and events underlying it.

ELECTIVE COURSES

French VII: Outline Course in French Literature 3 cr.

This course offers a survey of the main currents of the general literary history of France, with emphasis on the seventeenth and eighteenth centuries. The eighteenth century social philosophers are studied with specific reference to subsequent social trends.

French VIII: The French Novel 3 cr.

This is a rapid survey of the development of the novel in France from its origins to the present time, with particular emphasis on the recent novel as reflection on the contemporary and near-contemporary scene.

GEOGRAPHY

L. C. DAVIS, *Head of Department*

NORAH E. ZINK

The geography department at Indiana functions principally in the Elementary, Secondary, and Business Education Divisions. For primary and intermediate students, geography is planned and presented to give the fundamentals needed to present to young children the understanding of peoples so necessary for peace and progress. In the secondary field it enlarges the student's background for teaching; it also provides specialists in geography with the knowledge, skills, and ability to present geography education on the secondary level. Principles of Geography and Economic Geography are required courses for both elementary and secondary students; for geography majors they are basic courses for further study in geography. World Problems in Geography, Geography of United States and Canada, Geography of Latin America, Geography of Europe, Conservation of Natural Resources, and Geography of Pacific Realm may be taken by either secondary or elementary students. Graduates in Elementary Education may register for any of the above courses for Permanent Certification. Electives are Geography of Asia, Geography of Australasia and Africa, Cartography, Climatology, Field Geography, Meteorology, Geography of Pennsylvania, Physiography, Techniques and Materials in Modern Geography, Trade and Transportation, and World Problems in Geography. Economic Geography I and II are courses offered for Business Education students.

*CORE COURSES

Principles of Geography **3 cr.**

This is an introductory course which develops an understanding of geography as the science of interrelationships between man and his natural environment through a study of world patterns of human occupance and related patterns of soil, climate, vegetation, topography, and mineral resources.

Economic Geography **3 cr.**

This course develops an understanding of world patterns of producing and consuming regions, world-trade movements, population distributions, national aggregations, and the related natural factors, thus furnishing a background for the study of regional geography and for teaching geography. Prerequisite: Principles of Geography.

The core courses are required as prerequisites for all other courses in geography, except by special arrangement.

*Courses required in the Elementary and Secondary Education curricula.

COURSES RECOMMENDED FOR SPECIALIZATION IN GEOGRAPHY

Geography of the United States and Canada 3 cr.

This course provides an intensive study of (1) the geographic regions of these two countries, (2) the interrelationships between these sections and other parts of the world.

Geography of Latin America 3 cr.

This course is a study of regional adjustments to the natural environmental factors in Middle and South America, with special emphasis on Pan-American relations and understandings.

Geography of Europe 3 cr.

In this course an analysis and investigation of the natural, political, and economic regions of Europe goes forward concurrently with an investigation of the position of European countries in world affairs.

Geography of the Pacific Realm 3 cr.

This course comprises an intensive investigation of the natural factors functioning in the geographic, economic, and political regions of Asia, Australia, and the Islands of the Pacific. Attention is given to the importance of strategically located islands and emphasis is placed on the study of China, India, Japan, and the Soviet Union.

ELECTIVES RECOMMENDED FOR ELEMENTARY STUDENTS

Geography of the United States and Canada 3 cr.

Geography of the Pacific Realm 3 cr.

ELECTIVES

Cartography 3 cr.

This course is of especial interest to Secondary Education students. It seeks to develop the global concepts of geography, to air-condition teachers, to show them how to understand and use different types of maps and to help them develop the power to visualize the interrelationships of lands.

Climatology 3 cr.

This course presents background materials for the intensive study of climatology and meteorology and is of special value to students interested in weather science and aeronautics.

Commercial and Industrial Geography 3 cr.

This course deals with the geographic factors inherent in the distributional arrangements of business and commercial enterprises. It is particularly valuable for students preparing to teach Economic Geography courses in Business Education Departments.

Commercial Air Transportation 3 cr.

Questions of vital importance in the development of commercial aviation in the future, such as: policies concerning the freedom of the air, governmental agreements, subsidies, control and use of air bases, the importance of the North, and world air routes are considered in this course. This work may be used as an elective in Aeronautics Education.

Conservation of Natural Resources 3 cr.

This course is planned especially for students who may teach conservation units or courses in junior and senior high school geography and science departments.

Geography of Australasia and Africa 3 cr.

This is a regional study of Africa, Australia, and the neighboring lands showing the economic and social development of the regions of these areas and their relationship to the physical environment and the political affiliations of these lands with other countries. The geographic aspects of the problems of colonies, land tenure, race, and the strategic importance of the areas are considered.

Geography of Asia 3 cr.

This course comprises a study of the major geographic regions of the Soviet Union, Southwestern Asia, and India. Special emphasis is placed on the natural resources and their use, the peoples, their culture and recent cultural changes, strategic areas, and related political problems.

Geography of Pennsylvania 3 cr.

This course is a study of the major work activities of Pennsylvania from the standpoint of geographic planning. It considers, also, the relation of Pennsylvania to the United States and the rest of the world, and the work and population patterns of the state in relation to present and future resources.

Meteorology 3 cr.

This course is a systematic study of climatic phenomena. It includes a study of the United States Weather Bureau and its work. Elementary weather forecasting is done by the group. Experience is given in securing, organizing, and interpreting climatological materials. This is one of the courses recommended in the Aeronautics Education Curriculum.

Physiography 3 cr.

This course deals with the historical evolution of landforms. It is basic to professional work in geography and especially desirable for those preparing for advanced work in the field.

Reconnaissance Field Studies in Geography 3 cr.

These courses, which involve the study of selected areas through the agency of travel and actual investigation, are arranged from time to

time to suit the needs of student groups. Possible Field Studies in the year 1950-1951 will include Field Studies in Mexico or the American Southwest.

Techniques and Materials in Modern Geography 3 cr.

This course deals with geography's contribution to world citizenship and the nature of geographic understandings,—both general and specific. It develops the ability to think geographically and to become skillful in reading geographic materials, pictures, globes, maps, specimens, objects models. Stress is also put on techniques of field trip observations. It teaches methods of correlation, evaluation, ways of judging and selecting geographic materials, and unit construction.

Trade and Transportation 3 cr.

This course, wherein attention is concentrated upon the natural environmental bases for trade and transportation matters, is particularly desirable for students preparing to teach Economic or Commercial Geography in Business Education Departments.

World Problems in Geography 3 cr.

This course considers some of the world problems which need a geographic background for understanding and solving them. Attention is given to boundary questions, the value and control of colonies, fishery agreements, problems concerning commercial aviation, world trade, the making of peace and similar topics.

HEALTH AND PHYSICAL EDUCATION

GEORGE P. MILLER, *Head of Department*

LENA ELLENBERGER
MARGARET GISOLO
MALINDA HAMBLEN
REGIS MCKNIGHT
LEWIS SHAFFER
SAMUEL SMITH

The curricula use the term Health Education to include both the activity work and the personal and community hygiene instruction prescribed for freshmen. The first-year courses present the basic knowledge essential to healthful living and also develop familiarity with the fundamentals of rhythmic activities and the fundamental skills needed for successful participation in individual and team sports. All students take one year of these prescribed activities, adapted to their needs and capacities.

All students are expected to meet a swimming test. Those who are unable to meet this requirement after attempting to do so for three semesters will be given the privilege of meeting a substitute requirement.

The Health and Physical Education Department serves the entire college by means of:

1. Required courses in Health Education (including Physical Education and Hygiene) in which effort is made to assist the individual student to attain the highest quality of vigor and skills of which he is capable.
2. Professionalized content for Elementary students preparing them to conduct or assist in conducting a modern Health and Physical Education Program in the public schools.
3. Opportunities for participation in worthwhile leisure time activities and attainment of skills in those of value for adult use.

REQUIRED HEALTH AND PHYSICAL EDUCATION COURSES

Health and Physical Education I 1 cr.

The purpose of this course is to incorporate the theory of health with the practice of it. The course includes: (1) follow-up work after the entrance medical examination in the fall, (2) the study of individual health habits and attitudes, (3) problems of personal health and personal hygiene, and (4) physical fitness exercises including calisthenics; seasonal sports, swimming, and physical ability tests are included in this phase of the course.

Health and Physical Education II 1 cr.

This course logically follows Health Education I. Follow-up work in hygiene is continued, and physical defects that were not corrected in the first semester receive attention. The major emphasis, however, is placed on home, school, and community aspects of health. The physical fitness exercises are continued in the second semester with the emphasis put on winter and spring seasonal activities.

Health and Physical Education III 1 cr.

The Standard Course of the American Red Cross First Aid will be taught. This course requires 18 hours of first aid. First aid certificates will be awarded upon the successful completion of the course. The rest of the time allotted for this course will be devoted to physical education activities.

Health and Physical Education IV 1 cr.

The Advanced Course of the American Red Cross First Aid will be taught. This course requires 12 hours of advanced first aid. The advanced certificate in American Red Cross will be awarded upon the successful completion of this course. Students passing this course are eligible to enrol in the Instructor's Course. The successful completion of the Instructor's Course permits the holder of the Instructor's certificate to conduct classes in First Aid. Safety education and other health problems will be taught in this semester. About two-thirds of the time allotted for this course will be devoted to physical education activities.

Health and Physical Education V 1 cr.

This course is devoted to the teaching of health and physical education activities. In it is considered: the influence of the teacher; a detailed study of the child, his physical capacity, interests and needs at various age levels; the aspects of healthful school living and health service. In physical education a study is made of the specific techniques of teaching various activities with observation and practice in teaching each type. Stress throughout is upon individual differences.

Health and Physical Education VI 1 cr.

This is a continuation of Health Education V, taking up in both hygiene and physical education a study of the State curricula and the construction of units and lessons for various types of periods and situations. Investigation is made of possible sources of aid and materials and of tests and measurements in both fields. A considerable portion of the time is spent on teaching entire lessons.

Physical Activities (No Credit). All students are required to take part, without credit, in one physical education activity each semester, in which no Health education courses or student teaching are required. Students who are not taking courses in Health Education have an opportunity to choose from a wide variety of sports, dancing and aquatics.

ELECTIVES IN HEALTH AND PHYSICAL EDUCATION

First Aid 2 cr.

The college course includes the Red Cross Standard Course which requires 18 hours of work and the Red Cross Advanced Course which requires 12 hours of work. Red Cross certificates will be awarded upon the successful completion of each course. The student is eligible to enrol in the Instuctor's Course after completing the First Aid Course. The successful completion of the Instructor's Course permits the holder of that certificate to conduct classes in First Aid.

General Safety Education 3 cr.

The General Safety Education course is one which will be valuable to teachers of all grade levels and all departments. It deals with the recognition of unsafe conditions and practices, and the methods by which they may be eliminated or minimized, in an accident prevention program. The study includes home, school, occupational, and public safety. Special emphasis is given to the study of school safety, with methods of organizing a school safety program.

Driver Education 3 cr.

Driver Education is a combination of class instruction in traffic safety and driver training in actual behind-the-wheel practice in a dual control car. It prepares the student to teach driver education in a High School. The pre-requisites for the course are: the student should have driving ability above the average and evidence of holding a driver's license, plus at least two years of driving experience without having had a major accident for which the driver is responsible.

CERTIFICATION IN THE FIELD OF EDUCATION FOR SAFE LIVING

The State Council of Education approved this new certification January 9, 1948. The two courses above, General Safety Education and Driver Education, will meet the requirements for certification previous to September, 1950 when the number of hours required will be increased to nine semester hours. A temporary standard certificate is issued upon the completion of these courses and it becomes permanent after two years of successful experience in the field.

INTRAMURALS AND SPORTS

Men's Intramural Sports. A well-organized and varied program of sports and athletics is incorporated in the intramural program for men. The program includes the following sports: archery, badminton, tennis, ping pong, boxing, wrestling, swimming, track, basketball, volleyball, football (six-man and touch), baseball, softball, speedball, soccer, and out-door winter sports.

Women's Intramural Sports. The women's athletic activities provide opportunity for college women to learn a variety of sport skills. Each activity, including instruction, practice, and competition extends approximately over a nine-week period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

Varsity Athletics. A well rounded program of varsity athletics is provided for the student interested in football, basketball, baseball, tennis, track, wrestling, boxing, soccer, and swimming.

Red Cross Life Saving and Swimming. The college cooperates with the American Red Cross in conducting life saving and swimming classes in the college pool. Many students earn their Senior and Instructor's certificates in Life Saving. This enables these students to work in summer camps and city pools as life savers.

Men's Varsity "I". The Varsity "I" Club is made up of members who have the distinction of winning at least one varsity "I" letter. The chief purpose of the club is to promote and foster good fellowship, sportsmanship, and a friendly feeling of cooperation among the athletes of this and rival colleges.

Women's Varsity "I". This group is composed of girls who have shown by participation, an interest in athletics. It organizes intramural activities for girls, supplies sport Managers, keeps records of all candidates for awards and promotes extra-college and professional contacts for its own members.

Contemporary Dance. Dance is a means of communication through movement. It is an art which offers the development of the physical and creative abilities through the medium of the body. The value of the dance for students without experience lies in developing the relationship between their mental, emotional, and imaginative life and its projection in bodily movements.

Chest X-Rays. For several years the State Health Department has given chest X-rays to all freshmen and seniors free of charge. This service has been an important step in controlling and preventing tuberculosis in the State.

FACILITIES AVAILABLE FOR PHYSICAL EDUCATION

Gymnasium. The David J. Waller Gymnasium houses three basketball courts, two handball courts, and a beautiful indoor swimming pool. It is well equipped with many pieces of apparatus, a golf driving net, wrestling mats, boxing rings and many other sets of game equipment.

Playing Fields. The college has three large playing fields which provide space for football, outdoor basketball, field hockey, soccer, archery, golf, track, and other activities.

Tennis Courts. The college has six tennis courts for its students. Tennis is a popular sport among the students and many students select this game for their recreational pastime.

Golf. Indiana is fortunate in having a good golf course only a couple of miles out of town. The college has made special arrangements with the Old Fort Country Club to use its course at a nominal fee. Golf clubs are provided by the college Physical Education Department. Classes in golf are taught in the Physical Education Department and individual instruction at reduced prices is given at the Country Club.

Field House. At the present time the field house is large enough to provide dressing quarters for visiting football and track teams.

College Lodge. The College Lodge has one hundred acres of rolling wooded hills with ample room for tobogganing, skiing, softball, a golf driving range, and archery golf course. Several outdoor fireplaces and shelters have been erected in convenient spots to afford ample room for picnics and outing parties.

MATHEMATICS

JOY MAHACHEK, *Head of Department*

LEROY H. SCHNELL

I. L. STRIGHT

A student offering mathematics as his first field of specialization must have a minimum of 24 semester hours in mathematics, 18 hours as listed under recommended courses, and six hours as chosen from the electives. A student offering mathematics as his second field of specialization must take 18 hours of required work. It is important for the student to take the courses in the sequence listed below, beginning with Algebra I in the second semester of the freshman year.

A student not choosing to specialize in mathematics may take as many of the courses as he desires, either to improve his general education or to prepare himself for technical work in other fields.

COURSES RECOMMENDED FOR SPECIALIZATION IN MATHEMATICS

College Algebra 3 cr.

This is the first course in pure mathematics and includes the study of fundamental operations, factoring and fractions; exponents; functions and their graphs; linear, quadratic, and systems of equations; proportion and variation; progressions; mathematical induction; logarithms; simple determinants, and permutations and combinations.

Trigonometry 3 cr.

This course provides a background for advanced work in mathematics and for teaching secondary mathematics, as well as the mathematical equipment necessary in the sciences; it includes indirect measurement through the solution of triangles and trigonometric analysis. Prerequisite: College Algebra.

Analytic Geometry 3 cr.

The major topics considered are cartesian co-ordinates; properties of the straight line, parabola, ellipse, and hyperbola; tangents; polar co-ordinates; transformations; and loci. Prerequisites: Algebra I and Trigonometry.

Differential Calculus 3 cr.

This course includes functions, limits, rules and general theorems of differentiation, maxima and minima, successive differentiation, applications of the derivatives to physical problems, and partial differentiation. Prerequisites: College Algebra, Trigonometry and Analytic Geometry.

Integral Calculus 3 cr.

Integral Calculus includes the study of rules for integrating standard forms, the definite integral, integration formulas, methods of integration, integration as the limit of a sum, multiple integration, and applications to physical problems. Prerequisite: Differential Calculus.

Statistics 3 cr.

The course covers the use of graphs, frequency distributions, averages, measures of central tendency and dispersion, sampling, correlation, curve-fitting, the point binominal, and the normal curve. Emphasis is placed on development of formulas, as well as on skill in using them. Prerequisite: Differential Calculus.

ELECTIVE COURSES

History of Mathematics 3 cr.

The purposes of this course are: to develop a knowledge of the growth of mathematics through the centuries and of the men who contributed to it; to provide an enriched background for students preparing to teach mathematics; and to serve as an integrating course for units of mathematics previously taught. Prerequisite: Analytic Geometry.

Advanced College Algebra 3 cr.

This is a second course in Algebra designed to develop a knowledge of algebraic theory and skill in the processes. It includes a study of theory of equations, determinants, partial fractions, infinite series, complex numbers, cubic and biquartic equations, and mathematics of investment. Prerequisites: College Algebra, Trigonometry, and Analytic Geometry.

Applied Mathematics 3 cr.

This course includes the solution of problems selected from many fields of study. The main purpose of the course is to give the student a broad understanding of the power of mathematics in order that his teaching of secondary mathematics shall be effective.

Synthetic Geometry 3 cr.

This course co-ordinates and extends the skills in geometry, presents some of the world's problems in geometry, and develops ability to make constructions of a higher order than previously made.

Teaching of Mathematics in the Secondary School 3 cr.

The major objective is to prepare teachers for the modern high-school curriculum. Units include content of curriculum, philosophy,

current literature, methods of instruction, use of field instruments, unit and lesson planning, testing, grading, observation, and participation.

Spherical Trigonometry and Navigation 3 cr.

This course includes the solution of right and oblique spherical triangles with emphasis on their practical application, especially in the field of navigation.

General Mathematics 3 cr.

Planned to meet the needs of students whose background in mathematics is insufficient for the best work in other areas of learning, this course includes a review of arithmetic processes and a study of the development of our number system, graphs and equations, positive and negative numbers, uses of mathematical tables, approximate numbers and the nature of logical thinking.

COURSES FOR ELEMENTARY CURRICULUM

Curriculum in Arithmetic 2 cr.

This is the first course in arithmetic for all students in the elementary curriculum. It is a study of the content of arithmetic in the elementary schools, the psychology of arithmetic, and the underlying principles and techniques in the teaching of arithmetic in the primary grades. Special attention is given to worth-while researches, courses of study, textbooks, useful materials, testing, and the social values of arithmetic.

Teaching of Arithmetic 3 cr.

This course is designed for those students who expect to teach in grades four to eight. It is a study of grade placement of arithmetic topics, modern methods of teaching arithmetic, principles to be applied in meeting the needs of individual pupils, testing programs, textbooks and other materials, social and business uses of arithmetic, and expert teaching as observed in the Laboratory and Demonstration School. Prerequisite: Curriculum in Arithmetic.

SCIENCE DEPARTMENT

DWIGHT E. SOLLBERGER, *Head of Department*

WILLIS H. BELL
RUTH V. BRENNEMAN
BEATTY DIMIT
GORDON M. DUNNING
DONALD E. HOFFMASTER
MERRILL B. IAMS
VERNON A. ZEITLER

Biology, Chemistry, and Physics are combined into one department designated as the Science Department. The activities of the Science Department are designed to fulfill three purposes: First, to teach the facts, skills, attitudes, and appreciations of Science through the basic courses to those students specializing in some field other than Science to the end that they may better understand the world in which they live and the impact of the scientific method on society: Second, to provide specialization in the fields of Biological Science, Chemistry, and Physics for those who wish to prepare to teach these sciences in the secondary school: Third, to offer a program to the prospective elementary teacher which will enable her to teach Science in the first six grades.

The requirements for specialization in the various fields of science are, as follows:

Biological Science Specialization

Requirements for Major in Biological Science 24 credit hours		Requirements for Minor in Biological Science 18 credit hours
Botany I and II	6 credits	Same as for Major except 6 hours must be selected from the electives.
Zoology I and II	6 credits	
Biology Electives	12 credits	
Total	24	

Biological Science Majors and Minors take Inorganic Chemistry 1 and II (8 credits) instead of Physical Science I and II.

Chemistry Specialization

Requirements for Major in Chemistry 24 credit hours		Requirements for Minor in Chemistry 18 credit hours
Inorganic Chemistry	8 credits	Same as for Major except that 18 credits are required. Therefore, no selection from electives is required.
Qualitative Analysis	3 credits	
Quantitative Analysis	3 credits	
Organic Chemistry	4 credits	
Chemistry Electives	6 credits	
Total	24	

Chemistry Majors and Minors take Physics I and II instead of Physical Science I and II.

Physics Specialization

Requirements for Major in Physics 24 credit hours		Requirements for Minor in Physics 18 credit hours
General Physics I and II	8 credits	Same as for Major except that 3 credits must be selected from the electives.
Mechanics	3 credits	
Electricity and Magnetism	4 credits	
Electives in Physics	9 credits	
Total	24	

Physics Majors and Minors take Inorganic Chemistry (8 credits) instead of Physical Science I and II.

General Science

Botany	3 credits
Zoology	3 credits
Physics	3 credits
Chemistry	3 credits
Earth Science	3 credits
Mathematics	3 credits
Electives	12 credits
Total	30

Certification

1. A major or minor in Biological Science will receive Certification in Biological Science and General Science.
2. A major or minor in Chemistry will receive Certification in Physical Science and General Science.
3. A major in General Science will receive Certification in General Science, although wider certification is possible, depending upon choices of electives.
4. A major or minor in Physics will receive Certification in Physical Science and General Science.
5. A major or minor in Physics or Chemistry may receive Certification in SCIENCE by completing 3 hours of "Related Biological Science" (Botany, Zoology, etc.)
6. A major or minor in Biological Science may receive Certification in SCIENCE by completing 3 hours of Physics.
7. A major in General Science may receive Certification in SCIENCE by completing 3 hours of "Related Biological Science."

REQUIRED COURSE FOR ELEMENTARY EDUCATION STUDENTS

Curriculum in Elementary Science 3 cr.

Based on the year of Physical Science and the year of Biological Science, this course takes up the planning and presentation of material suitable to the elementary field. Students are required to perform demonstrations and take part in science activities which illustrate facts or principles taught in the elementary science program. Considerable attention is given to the literature of the elementary science program as well as other aids such as community resources and simple equipment that can be secured for experimentation and other activities. Two hours lecture and three hours laboratory.

BIOLOGY

*CORE COURSES

Biological Science I & II (General Botany I & General Zoology I) 6 cr.

This is a course in the principles of biology. The physical basis of life, metabolism of plants and animals, and the classification of plants and animals are included in the work of the first semester. In the second semester certain special fields of biology particularly useful to the teacher are considered. These include the sense organs, nervous system, muscles, endocrine glands, heredity, eugenics, and evolution. Field trips emphasizing identification of biological forms are required. Two hours lecture; two hours laboratory per week.

Use is made of the greenhouse laboratory for applied working with plants.

REQUIRED COURSE FOR SPECIAL DEPARTMENTS

Biological Science SD 3 cr.

This is a one-semester course for students from special departments who are required to take a shorter course than the regular session course.

It is a condensation of the full-year course. Two hours lecture; two hours laboratory per week.

REQUIRED COURSES FOR SPECIALIZATION IN BIOLOGY

General Botany I and II 6 cr.

Botany I is a one-semester botany course designed to give students an understanding of the elements of botany. The structure, physiology, and life histories of representatives of the four plant phyla are studied with greatest emphasis and time being devoted to the seed plants. A study is made of the taxonomy of the common trees and wild flowers of the region. This course is required of all secondary students regardless of whether they intend to major in the Biological Sciences or not. Two hours lecture and two hours laboratory.

*Courses required in the Elementary Curriculum.

During the second semester a careful study is made of the structure and life histories of representatives of the Thallophytes, Bryophytes, and Pteridophytes. The local spring flora is studied during the latter part of the second semester. Two hours lecture; three hours laboratory per week.

General Zoology I and II 6 cr.

Zoology I is required of all secondary students regardless of whether they intend to major in Biological Science or not. The course is introduced through a study of the animal phyla, their characteristics and identification of many forms. This work is followed by a study of the fundamental physiology of each phyla with emphasis on the vertebrata and the human species. Two hours lecture and two hours laboratory.

Zoology II is required of those secondary students who plan to major in Biological Science. A careful study is made of the structure and life histories of the Invertebrate phyla. Dissections are made of the earthworm, clam, crayfish, and grasshopper. Prepared microscopic slides and living material are both used for detailed study of the lower forms. Two hours lecture and three hours laboratory.

ELECTIVES FOR SPECIALIZATION IN BIOLOGY

General Entomology 3 cr.

This is an introduction to the orders of insects, considering their characteristics, habits, economic relations, together with the collecting and identifying of representative forms from western Pennsylvania. Summer only. Two hours lecture; three hours laboratory per week.

Ecology 3 cr.

This is a study of the interrelations and adaptations of plants and animals and includes consideration of physical as well as biotic environmental factors. Field trips are taken to study various types of ecologic situations. Two hours lecture; three hours laboratory per week.

Conservation of Plant and Animal Resources 3 cr.

In this course special attention is devoted to a study of accepted practices in soil, water, forest, and game conservation. Numerous local and state conservation specialists are called in to assist in the discussions of the specialized fields of conservation. Field work is an essential part of the course. Prerequisite: Biological Science or equivalent. Two hours lecture and three hours laboratory per week. Two all-day Saturday field trips are scheduled.

Comparative Anatomy of Vertebrates 3 cr.

This is a detailed study of the anatomy of the dogfish shark, Necturus, and cat. It is designed to follow Zoology II to complete the careful study of the animal phyla. Dissections of the shark and cat are made by the

students. Necturus is done by demonstrations. Prepared osteological material is provided. Two hours lecture and three hours laboratory.

Forestry 3 cr.

This course is planned to give the student an understanding of the place of forestry in the state and national economy. Forest management, conservation, and protection, wood structure, reforestation, lumbering, tree recognition, watershed protection, and recreational values are all considered. Prerequisite: Biological Science or its equivalent. Two hours lecture and three hours laboratory per week. One all day field trip to Cook's Forest is scheduled.

Ornithology 3 cr.

Ornithology is a careful study of the birds of the region supplemented by a review of the major orders of birds of the western hemisphere. Indoor studies of skins are made during the early part of the course, while the latter part of the course is largely field work. Early morning field trips are required. Two hours lecture and three hours laboratory.

Field Zoology 3 cr.

Field Zoology is a course in the study of animal forms in the field; the collection of such forms, and the preparation and utilization of them for class instruction. Students are required to make collections for their future use in teaching situations. One all-day field trip is required. Two hours lecture and three hours laboratory.

Given in summer school only.

Field Botany **3 cr.**

This is an advanced course in the taxonomy of the vascular plants of the region. It includes the ferns, fern allies, shrubs, trees, and herbaceous plants. The use of the standard manuals for the identification of plant materials is stressed. Two hours lecture; three hours laboratory per week. Offered in summer only.

PHYSICAL SCIENCES

*CORE COURSES

Physical Science I and II 6 cr.

This is a general introductory course on the college level drawing its material from the fields of astronomy, physics, chemistry, geology, and meteorology. This material is organized into a number of large basic study units. The course attempts to furnish sufficient scientific information for a broad cultural background and an appreciation of the contributions of physical science to modern living. Two hours lecture; two hours laboratory per week.

* Courses required in the Elementary and Secondary Education Curricula.

REQUIRED COURSE FOR SPECIAL DEPARTMENTS

Physical Science SD 3 cr.

This course is a condensation of Physical Science I and II into the limits of one semester as required for students in Art and Music. Two hours lecture; two hours laboratory per week.

REQUIRED COURSES FOR SPECIALIZATION IN CHEMISTRY OR PHYSICS

Inorganic Chemistry I and II 8 cr.

Chemistry I includes the study of non-metals, gas laws, valence, gram-molecular volume, ionization, solutions, oxidation, and reduction. Chemistry II includes atomic structure and periodic classification of elements, the metals, and simple qualitative tests for cations and anions. Three hours lecture; three hours laboratory per week.

Physics I and II 8 cr.

A two-semester course constituting the usual first year's work in general college physics. In Physics I mechanics, heat and sound are studied; in Physics II electricity and magnetism, and light. A working knowledge of elementary algebra is essential.
Three 1-hour lectures and one 3-hour laboratory per week.

ELECTIVES FOR SPECIALIZATION IN CHEMISTRY

Qualitative Analysis 3 cr.

This is a study of the theoretical principles and practices underlying analytical chemistry. These principles are exemplified in practice by developing the preliminary and systematic procedures for the qualitative detection and identification of the common cations and anions. Mastery is inculcated by solving typical problems and identifying unknowns of increasing complexity. One hour lecture; six hours laboratory per week. First semester, odd years. Prerequisite: Inorganic Chemistry.

Qualitative Analysis, Semi-Micro 3 cr.

A study of the theoretical principles and practices underlying analytical chemistry. The semi-micro-technique is employed in procedures stressing the qualitative detection and identification of the common cations and anions. Mastery is inculcated by solving typical problems and identifying unknowns of increasing complexity. One hour lecture with six hours laboratory per week. Prerequisite: Inorganic Chemistry.

Quantitative Analysis 3 cr.

This course gives introductory training in the theory and practice of gravimetric, volumetric, colorimetric, and electrolytic separations and calculations on a quantitative basis. Students will visit commercial and

control laboratories employing quantitative techniques. One hour lecture; six hours laboratory per week. Second semester, odd years. Prerequisite: Qualitative Analysis.

Organic Chemistry 4 cr.

A study of the aliphatic series of organic compounds with brief introduction to the aromatic series. Both micro- and semi-micro techniques are employed to stress the properties and type reactions of the usual classes of organic compounds. Three hours lecture with three hours laboratory per week. First semester, even years. Prerequisite: Inorganic Chemistry.

Biological Chemistry 3 cr.

This course includes the chemistry of proteins, fats, carbohydrates, minerals, and vitamins, and biological functions of each; studies the digestive and metabolic reactions by test meals and urine analyses. Animal feeding tests will supplement laboratory and lecture work. Two hours lecture; three hours laboratory per week. Second semester. Prerequisite: Organic Chemistry.

Inorganic Preparations 3 cr.

This course includes a discussion of principles, review of previous work, and problems. Preparation of inorganic compounds. Prerequisites: Inorganic Chemistry I and II.

Physical Chemistry 3 cr.

This course considers the phase rule; properties of solutions; liquids, solids, and gases; surface tension; vapor pressures; osmotic pressures; chemical cells, buffers; indicators; oxidation-reduction potentials; physical conditions affecting chemical equilibria. Laboratory work applying these principles. Two hours lecture; three hours laboratory per week. Prerequisites: Inorganic Chemistry I and II, Physics I and II.

Techniques of Chemical Laboratory Management 3 cr.

This course includes the following: laboratory planning, equipment, care, storage, buying, the making of solutions from stock supplies, and the setting up of apparatus for class demonstration purposes. Prerequisite: at least 14 semester hours of chemistry.

Colloid Chemistry 3 cr.

This course consists of discussion and laboratory work dealing with the theory of colloidal behavior. Stress will be placed upon proteins and other materials encountered in the colloidal state which are important in nature or industry. Two hours lecture; three hours laboratory per week. Prerequisites: Inorganic and Organic Chemistry.

ELECTIVES FOR SPECIALIZATION IN PHYSICS

For a specialization in Physics, the two semester course, Physics I and II must be taken first. It is recommended that this be taken in the first year of college. The advanced courses being given each year will be announced. Required advanced courses for the Physics specialization must include Mechanics and Electricity and Magnetism.

Electricity and Magnetism 4 cr.

This is an advanced course in general electricity and magnetism, required of all physics majors and minors. The electric and magnetic fields, D.C. and A.C. circuits, capacitance, inductance, electromotive force, electrical instruments are among the topics developed. Three 1-hour lectures and one 3-hour laboratory per week. Physics I and II are prerequisites.

Mechanics 3 cr.

This is an advanced course in general mechanics required of physics majors and minors and of special value to students majoring in mathematics. Statics, linear motion, circular motion and simple harmonic motion are among the topics developed. Two 1-hour lectures and one 3-hour laboratory per week. Physics I and II are prerequisites.

Optics 3 cr.

This course deals with such topics as reflection and refraction at surfaces, optical instruments, polarization, interference and diffraction of light. Two 1-hour lectures and one 3-hour laboratory per week. Physics I and II are prerequisites.

Modern Physics 3 cr.

This is a course in twentieth century physics. The topics include thermionics, spectra, X-rays, and radioactivity. Considerable time is devoted to atomic structure and the newer developments in the field of atomic energy. Two 1-hour lectures and one 3-hour laboratory per week. Physics I and II are prerequisites.

Heat 3 cr.

This is an advanced course in general heat. Temperature and expansion, heat transfer, properties of gases and thermodynamics are some of the topics developed. Two 1-hour lectures and one 3-hour laboratory per week. Physics I and II are prerequisites.

REQUIRED COURSES FOR STUDENTS IN HOME ECONOMICS

Inorganic Chemistry I-H 4 cr.

This course is planned for home economics students. It includes an introductory study of the non-metals, gas laws, atomic structure, valence, ionization, solutions, oxidation and reduction, and the periodic

classification of the elements. Two hours lecture and six hours laboratory per week.

Organic Chemistry H 2 cr.

This course includes a brief study of the aliphatic organic compounds for home economics students. Emphasis is placed on household and biological applications. One hour lecture; three hours laboratory per week. First semester. Prerequisite: Inorganic Chemistry I-H.

Physiological Chemistry H 2 cr.

This course is designed for home economics students. It includes an introductory study of the physiological functions of minerals, proteins, carbohydrates, fats, and vitamins together with the chemistry of digestion, absorption, and metabolism. One hour lecture; three hours laboratory per week. Second semester. Prerequisite: Organic Chemistry H.

Physiology H 3 cr.

This course is planned particularly for home economics students. The physiology and related anatomy of the human body constitute most of the subject matter. Several weeks of laboratory work is done on the white rat to illustrate digestion, circulation, etc. Two hours lecture; three hours laboratory per week. First and second semesters.

Bacteriology 3 cr.

This course is primarily for home economics and biology majors. It is a general one-semester course dealing with bacteria in the various relations to man. Prerequisite: Biological Science or equivalent. Two hours lecture; three hours laboratory per week. First and second semesters.

ELECTIVES

Historical Geology 3 cr.

This is an elementary course in the geologic history of the earth as recorded in its rocks and fossils. Laboratory work on fossils, rocks, and minerals is included. Much time is spent in field work in the vicinity of the school. Not open to freshmen. Two hours lecture; two hours laboratory per week.

Descriptive Astronomy 2 cr.

This course is designed to fit the teacher to handle those phases of elementary science, junior-high-school science, and physics which deal with the forces and phenomena of our universe. It is a non-mathematical course. Field trips, laboratory work, and observations supplement the classroom activities.

SOCIAL STUDIES

W. M. WHITMYRE, *Head of Department*

ETHEL A. BELDEN
RALPH W. CORDIER
HELEN DORCAS HALL
C. M. JOHNSON
FLORENCE WALLACE

A student specializing in social studies must have a minimum of 24 semester hours in that field. In addition to the core subjects, three hours of modern European history and six hours of United States history are recommended.

A student offering social studies as a second area of specialization must have as a minimum 18 hours of required work. Every candidate for certification in social studies must have at least nine hours in the social sciences.

All candidates for graduation must have a course in History of the United States including History of Pennsylvania.

*CORE COURSES

HISTORY

History of Civilization 4 cr.

A survey of the development of institutions and culture in the Western World is presented in this course. The creation and transmission of the cultural heritage is discussed with special emphasis placed upon the contribution to contemporary life of the so-called prehistoric period, the Ancient Orient, Greece, Rome, Medieval Europe, the Renaissance, and Modern Times.

SOCIAL SCIENCES

American Government 3 cr.

This course includes a study of the basic principles of American government, the constitution of the United States, the machinery through which it works, and some of its major problems. In the study of federal, state, and local government, attention is given to current problems.

Principles of Economics 3 cr.

In this course a preliminary analysis is made of the major principles underlying the workings of our economic system—principles that are utilized daily by entrepreneurs, land-owners, wage-earners, and capitalists. Specific attention is given to the nature and methods of economics as a social science and the processes of production and consumption.

* Courses required in the Elementary and Secondary Education Curricula.

Principles of Sociology 3 cr.

This course aims at presenting a basis for a scientific understanding of society and for further study in the field of sociology or social work. Emphasis is placed upon social institutions, the class structure of society, collective behavior, social processes, social control, social problems, laws of social evolution, relation between society and the individual.

COURSES RECOMMENDED FOR SPECIALIZATION IN SOCIAL STUDIES

HISTORY

Modern European History 3 cr.

This course is designed as an introduction to contemporary national and international problems. It treats of the work of the Congress of Vienna in reshaping the map of Europe, the Industrial Revolution, the development of Italian and German unity, the intellectual achievements of the 19th century, and imperialism in Africa and the Orient. Special attention is paid to basic trends underlying pre-war diplomacy, the World War I, and the peace settlements.

History of the United States I (Including History of Pennsylvania) 3 cr.

This course covers the period from European beginnings to 1865. It is a study of several units or movements within this time rather than an exhaustive chronological treatment. Much emphasis is placed on sources, criticisms, and writings. Discussion is the basis of class presentation.

Social and Industrial History of the United States 3 cr.

This course is a study of causes and tendencies, not a mere narration of observed facts. It is an attempt to describe the origin and development of economic and social institutions and to explain present problems by setting forth the historical background. Prerequisite: History of United States I.

ELECTIVES

HISTORY

Early European History 3 cr.

Not offered in 1950-1951.

History of England 3 cr.

Not offered in 1950-1951.

History of the Far East 3 cr.

This course undertakes a brief survey of the political, economic, and social developments of the Far East, with special emphasis on China, Japan and India. Attention will be directed to the problems arising from Western imperialism and the role of Russia in the Far East.

Industrial Relations 3 cr.

A study of the problems involved in the relations between the workers and management in dynamic industrial society, and the economic aspects of the solutions of these problems proposed or attempted by labor, management, and the government.

Teaching of Social Studies 3 cr.

The course in the teaching of social studies in the secondary school is intended to acquaint the prospective teacher with the social studies as school subjects, their development, scope and sequence, forms of organization, effective teaching and learning procedures, enrichment materials, and techniques of evaluation. An attempt is made to orient the prospective teacher professionally by a study of research in the field of social education, the current emphasis on citizenship education and social competence, the work and services of curricular movements and agencies such as the National Council for the Social Studies, and by acquainting them with the professional literature in the social studies.

Europe Since World War I 3 cr.

This course covers the period from the Treaty of Versailles to the present time. Stress is laid on those developments which, in light of current happenings, seem most significant. Some of the problems discussed are: international conferences and their results, national minorities, contemporary imperialism, the rise of Fascism, Communism, and Naziism, and the changing international scene with emphasis on the United Nations.

The Frontier in American History 3 cr.

Not offered in 1950-1951.

History of Latin America 3 cr.

This course undertakes a brief survey of the history of the Latin-American states. The importance of Latin-American political, economic, and social development warrants the inclusion of this course in the curricula of teacher-training institutions. The problems of maintaining friendly relations among the nations of the Americas will be made easier if a mutual understanding of their peoples and institutions can be brought about.

SOCIAL SCIENCES

Comparative Government 3 cr.

This is a study of the structure, functions, and essential differences of government in the chief European countries. The course represents an effort to present in condensed form a survey of the political institutions of those powers which until recently were classed as major powers. Prerequisite: American Government.

Economics II 3 cr.

Not offered in 1950-1951.

Constitutional History and Law 3 cr.

This course is designed to acquaint the student with the judicial branch of government as represented by the Supreme Court. The case method of study is followed with an emphasis on the influence of the Supreme Court in our constitutional development. Prerequisite: American Government.

REQUIRED COURSES FOR ELEMENTARY EDUCATION STUDENTS

United States History Before 1865 (Including History of Pennsylvania) 3 cr.

This course covers the period of United States history to 1865. It emphasizes the background and origins of those institutions and principles which were to become the basis of the American way of life. It traces the development of political parties, the expansion of the West, the growth of the American institution of government, the development of national feeling, and the appearance of sectional problems leading to the Civil War.

United States History Since 1865 3 cr.

This course purports to show the growth of agricultural and industrial interests in the United States since 1865. The entrance of the United States into world affairs is emphasized. Considerable attention is given to the individuals controlling events in various fields of life.

History of Pennsylvania 2 cr.

This course surveys the economic, social, and political development of the Commonwealth from the beginning of settlement to the present time. The role of the State in great national affairs and items of local history are specifically emphasized. Local field trips are included in the agenda.

REQUIRED COURSE FOR ELEMENTARY EDUCATION STUDENTS, GRADES 4, 5, AND 6

Teaching of American History and Government 3 cr.

This course is organized for the purpose of giving experience with the materials of instruction and the planning of activities in selected areas of the social studies. It includes a study of the underlying philosophy of the social studies and selected current courses of study. Opportunity will be given for each member of the class to select activities, analyze the learnings involved, and actually prepare and carry out those activities that children are expected to undertake.

SPECIAL DEPARTMENTS

ART EDUCATION
BUSINESS EDUCATION
HOME ECONOMICS EDUCATION
MUSIC EDUCATION

ART DEPARTMENT

ORVAL KIPP, *Director of Department*
ALMA MUNSON GASSLANDER RALPH WILLIAM REYNOLDS
DOROTHY MURDOCK BLANCHE MARIE WAUGAMAN

The Art Department of the State Teachers College, Indiana, Pennsylvania, presents an approved curriculum leading to the Bachelor of Science degree in Art Education. Graduates of this curriculum receive from the State Department of Public Instruction the College Provisional Certificate which certifies them to teach and supervise art in the elementary and secondary schools of the Commonwealth.

The Art Curriculum provides opportunity for the prospective artist-teacher to specialize in one or more of the art fields at the same time as he is securing a broad cultural background in art and in general education. The departmental program is guided by the philosophy that design, composition, drawing and understanding of structure are basic to the development of feeling, appreciation, creative expression and independent thought. A balanced professional art education is assured because the curriculum includes fine courses in education, English, music, science and social studies. Majors and minors in other fields may be secured by art students if they attend summer sessions. Well lighted studios and excellent equipment are provided by the College for creative expression in the basic art subjects.

Opportunities in art are limited only by the initiative and imagination of the individual, for any degree of talent can find a useful and important place among the three hundred professions which require art training. The teaching profession needs art teachers of good character with highly developed artistic ability, broad cultural background, and a sound philosophy of education. Art education offers to outstanding high school graduates the opportunity to contribute a lifetime of service to their country.

The Art Department sponsors social and professional activities in fine and applied arts. The Jean R. McElhaney Award for Excellence in Fine Arts, established in 1932, is presented annually, to the junior or senior whose achievements in three different fields of art are outstanding. Miss McElhaney, Director of the Art Department from 1906 to 1927, in 1942 willed $500 to the Student Loan Fund of the College stipulating that preference should be given to art students. The Kate Lacy Award for Outstanding Art Service to the college and the community, established in 1943 in memory of Miss Lacy, Crafts teacher in the Art Department from 1927 to 1941, is awarded annually to a junior or senior. Delta Phi, Honorary Art Fraternity initiated in 1944, received a charter as Alpha Lambda Chapter of Delta Phi Delta, National Honorary Art Fraternity March 30, 1946.

A budget allocation in 1943 from the Student Cooperative Association for the purchase of a work of art by an artist in the Americas, enriched the Cultural Life Program of the college by enabling the art department to sponsor the nationally-known Annual Cooperative Art Exhibition and

to begin building a valuable contemporary art collection. This collection, known as the Art Memorial, was formed for the purpose of honoring those who served in World War II. It will be a permanent source of cultural enjoyment to the students of the college as well as to the citizens of the community.

The Cooperative Association also provides funds for a series of traveling exhibitions of the work of nationally-known artists and craftsmen. Other exhibitions include the work of the artist members of the community, the faculty and the students. The Art Department owns a copy of the Museum of Modern Art Exhibitions, Creative Photography, and The Elements of Design, as well as a representative collection of prints. The art service program by which students serve the art needs of the college prepares them to serve the art needs of the communities in which they shall later teach.

Admission to the Art Department is granted to a candidate after he has met the general entrance requirements of the college and the special requirements of the department. (Consult pages 29-31 for entrance and other requirements.) Fitness to pursue the Art Curriculum will be assumed if the applicant has normal ability to see and make motor adjustments accordingly; has sensitivity to harmony and contrast in line, form, and color; and has interest in and aptitude for art. Those who meet these entrance requirements are admitted in the order of application. For this reason it is wise to apply early for personal interview and admission.

Student teaching, the foundation of Indiana's Art Curriculum, puts to work the theory and practice of art in relation to education. In the senior year student teaching and conferences give opportunity for varied practical experiences in the Laboratory and Demonstration School and in the public schools. Eligibility requirements for student teaching are outlined on page 33 of this catalog. They include three years of college study and preparation during which the qualifications for Junior Standing have been demonstrated.

Graduation and the conferring of the degree depend upon the candidate's demonstration of his ability as an artist educator and by his maintaining a grade average of "C" or better. Capability in supervision and teaching may be shown by success in student teaching and by participation in college art service activities.

The college maintains a placement bureau for the convenience of its graduates and the Art Department cooperates fully with the placement bureau by assisting graduates to obtain positions and experienced teachers to obtain advancement.

A student's expenses for a college year of thirty-six weeks amount to approximately $511.00. Books and supplies are extra. These fees are subject to change. The budget for a semester includes:

Contingent fee (payable in two installments)	$ 63.00
Housing Fee	180.00
Activity Fee	12.50
	$255.50

(Also see pages 36 to 40)

CURRICULUM IN ART

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
Fundamentals of Speech	3	3
Drawing and Lettering.	8	4
English I	4	3
Health and Physical Education I	3	1
Modeling	4	2
Biological Science	4	3
Total	26	16

SECOND SEMESTER

	Clock Hours	Semester Hours
Design	6	3
English II	3	3
Media and Techniques	6	3
History of Civilization	4	4
Elementary Industrial Art	6	3
Health and Physical Education II	3	1
Total	28	17

THIRD SEMESTER

American Government	3	3
Physical Science	4	3
English Literature	3	3
Color	4	2
Mechanical Drawing	6	3
Health and Physical Education III	3	1
Appreciation of Music	3	2
Total	26	17

FOURTH SEMESTER

General Psychology	3	3
Pottery	4	2
History and Appreciation of Art	5	5
American Literature	3	3
Interior Design	4	2
Health and Physical Education IV	3	1
Total	22	16

FIFTH SEMESTER

Drawing & Composition	4	2
Principles of Economics or Sociology	3	3
Pictorial Expression and Illustration	4	2
Commercial Art and Reproduction	6	3
Crafts in Elementary Schools	4	2
U. S. History and History of Pennsylvania.	3	3
Health and Physical Education V.	3	1
Total	27	16

SIXTH SEMESTER

Blackboard Drawing	2	1
Theatre Arts	6	3
Advanced Drawing and Painting	6	3
Costume Design	4	2
Health and Physical Education VI	3	1
Art in Public Schools	4	3
Ethics	3	3
Total	28	16

SEVENTH SEMESTER

Advanced Design	6	3
Advanced Oil and Water Color Painting	4	2
Educational Psychology	3	3
Art Elective	3	3
Advanced Crafts	6	3
Visual Education	2	1
Total	24	15

EIGHTH SEMESTER

Student Teaching and Conferences	15	12
Art Practicum	4	3
School Law	1	1
Total	20	16

REQUIRED COURSES FOR ART STUDENTS

Courses are listed in the order of their difficulty in each field. Subjects in various fields are carried simultaneously in order to facilitate the artistic development of the student.

DESIGN AND COLOR

Design 3 cr.

Abstract, semiabstract and industrial design problems are executed chiefly in color with expressive and functional approaches.

Color 2 cr.

The color experiments of physicists, psychologists, and artists furnish basic material for practical and theoretical color study. The Munsell color theory is used to orient the course and other color theories are related to it. Exercises are used to develop an understanding of the elements and principles of design.

Interior Design 2 cr.

Architectural, interior, and furniture design for living comprise the materials of this course.

Costume Design 2 cr.

Ability to design clothing for contemporary needs is developed through gaining a working knowledge of historical trends and an understanding of the better modern tendencies in costume.

Theatre Arts 3 cr.

Experience in creative interpretation of drama is gained through designing and producing costumes, scenery, and lighting for dramatic productions.

Commercial Art and Reproduction 3 cr.

The designing of projects related to publishing and advertising is used to develop critical judgment, technical skill, and aesthetic appreciation.

Advanced Design 3 cr.

Theoretical and experimental studies in organization of form and color are continued. Advanced problems in commercial and industrial design reveal art's place in the social order. The student has a chance in this course to specialize and do individual work.

DRAWING, PAINTING AND ILLUSTRATION

Drawing and Lettering 4 cr.

Introduction to the fundamentals of pictorial design is made by drawing and composing forms with reference to line, volume, space, and texture relationships.

Mechanical Drawing 3 cr.

Development of a new understanding of form results from experiences in representing the construction of objects in terms of plan, elevations, and projections. Objectives include development of ability to visualize, stimulation of constructive imagination, experience in exact thinking and practice in the language of industry.

Media and Techniques 3 cr.

Composition of still life and landscape subjects in oil and water color introduces the student to painting as a means of creative expression.

Drawing and Composition 2 cr.

Further observation, expression, and analysis continue to develop the student's ability to solve for himself problems of pictorial composition. Compositions of landscapes, figures, and still life are examined critically. Emphasis is given to anatomy and figure drawing.

Blackboard Drawing 1 cr.

Freedom of expression is developed by quick expressive drawing of human figures, animals, and objects singly and in composition.

Advanced Drawing and Painting 3 cr.

Psychological and emotional factors in pictorial structure are included in this study of painting from naturalism to abstractionism. Projects are executed from various modern points of view. Anatomy and figure construction are studied.

Pictorial Expression and Illustration 2 cr.

Illustration of poems, stories, and novels introduces the use of the various media of modern illustration. Constant reference is made to the work habits of great contemporary illustrators.

Advanced Oil or Water Color Painting 2 cr.

Still life, landscape, figure, portrait, and mural painting are treated from the viewpoint of significant form. The artist-teacher will have opportunity to create by stressing volume, plastic color, and abstract form as master artists have done.

Art Practicum 3 cr.

The advanced student may use this course for independent study and research in any art field elected for specialization. The work will be carried on under the supervision of an individual instructor or of a committee of the faculty as the best interests of the student require.

ART CRAFTS, MODELING, AND POTTERY

Elementary Industrial Art 3 cr.

Materials of the major industries such as wood, metal, plastics and leather are used and studied. The proper use of tools and the funda-

mental processes of fabrication and design are developed so that the student will become familiar with techniques that may be employed in public school teaching.

Modeling 2 cr.

Problems in modeling animals, figures, and heads both in relief and in the round are undertaken in this course. A study is also made of modeling and sculpture for expressive form.

Pottery 2 cr.

Consideration is given to the designing, building and firing of pottery forms with emphasis upon the coil method, the use of the potter's wheel and the mixing and application of glazes. Of equal importance is the stress on art quality, line, form, weight, color and texture as related to function.

Crafts in the Elementary School 2 cr.

Craft projects, suggested by the materials available in elementary schools, are designed and executed. Emphasis is put upon the accumulation of a variety of the source materials needed to meet the demands put upon an art supervisor.

Advanced Crafts 3 cr.

The common industrial materials as well as other available craft materials are employed through the use of advanced techniques of construction. Special emphasis is placed upon originality of design which combines function and beauty of form with good craftsmanship. The practical application to secondary school situations is stressed. Prerequisite: Elementary Industrial Arts.

ART EDUCATION AND APPRECIATION

Appreciation of Art 2 cr.

The cultural significance of art is revealed by a summary of the divisions, techniques, principles and history of the fine and applied arts.

History of Art 3 cr.

Continuing the studies begun in Appreciation of Art this course completes a survey of the art heritage of the world.

Art in Public Schools 3 cr.

Consideration is given to recent educational trends and methods, to a study of art curricula, and to the planning of art courses for various grade levels.

Student Teaching 12 cr.

Student teaching enables the prospective teacher to participate, during nine week periods, in the art activities of the primary, the intermediate, the junior and senior high levels of the public school. Emphasis is put on the experiences through which children develop creative power and discrimination simultaneously with knowledge, skill and appreciation.

ELECTIVE FOR ART STUDENTS

Graphic Arts 2 cr.

Etching, lithography, and photography are studied in this course as means of interpreting and expressing life.

REQUIRED COURSES IN OTHER FIELDS FOR ART STUDENTS

Several courses in other departments are required for graduation in the Art Curriculum. Following is a list of these courses with the page number where their descriptions may be found:

	Page		Page
Fundamentals of Speech	59	History of Civilization	84
English I	55	Principles of Economics	84
English II	55	Principles of Sociology	85
English Literature	55	Health Education I, II, III, IV	68
American Literature	55	Physical Science SD	80
General Psychology	49	Biological Science SD	77
Educational Psychology	49	Appreciation of Music	134
School Law	50	Visual Education	50
Ethics	50		

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one extra-curricular activity one semester each year.

ELECTIVES IN OTHER FIELDS FOR ART STUDENTS

Electives may be chosen from any of the other college fields.

*CORE COURSES

Appreciation of Art 2 cr.

The cultural significance of art is revealed by a summary of the divisions, techniques, principles and history of the fine and applied arts.

REQUIRED COURSES IN ART FOR ELEMENTARY EDUCATION STUDENTS

Art I 2 cr.

Opportunity for many creative experiences in design and color as related to personal problems, industrial projects, and the selection and arrangement of manufactured products, enables the student to develop confidence in his own powers of expression.

* Courses required in the Elementary and Secondary Education Curricula.

Art II 2 cr.

In addition to further creative experience in drawing, design, and color, this course emphasizes, through directed observation in the Laboratory and Demonstration School, the relationships between personal art expression and the art activities of the elementary school.

REQUIRED COURSES IN ART FOR HOME ECONOMICS STUDENTS

Principles of Design I 3 cr.

Creative experiences in design and color provide bases for consideration of personal and household problems and form a background for understanding related arts projects on the secondary-school level.

Principles of Design II 2 cr.

The cultural significance of art is revealed by a summary of the elements, principles, and history of the fine and applied arts.

ELECTIVES IN ART FOR ELEMENTARY STUDENTS

Handicrafts 2 cr.

Manipulation of tools and materials in producing useful objects gives enjoyment for its own sake as well as a keener appreciation of manufactured articles. Practical applications, fine in design, are made as aids for the future teacher of kindergarten and primary grades.

Industrial Arts 2 cr.

A study of various industrial materials and processes is related to the needs of the teacher in the elementary grades.

BUSINESS EDUCATION DEPARTMENT

G. G. HILL, *Director of Department*

ALBERT E. DRUMHELLER
ETHEL L. FARRELL
CLINTON M. FILE
ELSIE G. GARLOW
JAMES K. STONER
HAROLD W. THOMAS
ROBERT FRANKLIN WEBB

Opportunities. The State Department of Public Instruction has especially designated the State Teachers College, Indiana, Pennsylvania, as one in which teachers of business for the high schools of the Commonwealth may be trained. The curriculum is four years in length, leading to the degree of Bachelor of Science in Education. Those who complete the work as outlined are prepared either to supervise or teach business subjects in any of the high schools of the Commonwealth and are certificated accordingly. An excellent opportunity is available here for men and women of high calibre who possess the ability, personality, and ambition requisite for success in this type of work.

Equipment. This department is well equipped throughout with a full supply of modern office machines. Adding machines, calculating machines, banking machines, multigraphs, mimeographs, mimeoscopes, addressographs, dictaphones, files and cabinets, and other up-to-date efficiency devices of modern business give the students a practical knowledge of the time-savers and system units found in modern business. Their uses are taught and mastered in this department.

Business Practice Department. The business practice department is a complete business community in itself and includes not only the procedure but also the actual atmosphere and environment of modern business. It is equipped for efficient and up-to-date work.

Practical Experience Requirements. Practical experience requirements are a vital and necessary part of the prospective teacher's preparation. The requirements are as follows: The equivalent of six months of store practice, secretarial practice, bookkeeping practice, clerical practice, or a combination of these or other business contacts, acquired at places and under conditions approved by the director of this department. This experience preferably should be in the field or fields in which the student is contemplating certification. Much of this experience can be acquired during summer vacations.

Student Teaching. Each student in training in the Business Education Department receives more than the state requirements in hours of actual practice teaching and observation. A number of teaching

* This college is a member of the National Association of Business Teacher Training Institutions.

centers are conducted in connection with some of the largest high schools within convenient reach. To these teaching centers the students are sent for one full semester (18 weeks) of the senior year for their practice teaching. The teacher holds a regular position in the high school and carries a full program of classes, extra-curricular activities, and other regular school duties. The work is supervised and criticized by experienced supervisors who are teacher-members of the college faculty of this department, and also by supervisors of exceptional training and ability furnished by the teaching centers. Everything is done to afford those in training as much actual teaching experience and as many teaching contacts as possible before graduation.

The Chamber of Commerce. A Chamber of Commerce is organized in connection with the Business Education Department. Frequent opportunity is afforded for public discussion on current popular topics applicable to the work. This organization fosters the formation and development of commercial clubs and similar organizations in the high schools, wherever the assistance is desired, and helps to promote the work of such organizations.

Explanation of the Curriculum. The Business Education Department offers a four-year curriculum leading to the teaching profession. The full four years must be completed before the teaching certificate may be awarded. If at the end of two years a student does not desire to complete the full course immediately, he will be well prepared to do efficient work in a business office until such time as it is possible for him to return to complete the work for graduation.

Students may pursue the work of the entire curriculum, or they may elect to pursue work according to their aptitudes, as follows:

1. The Complete Program leads to certification in all three fields, thus affording certification in all of the high-school business subjects. Those who possess aptitudes that indicate success in stenographic, accounting, and retail -selling work may, if they wish, pursue this complete program.

2. The Stenographic Field includes all of the courses of the curriculum listed under that heading on page 102. Elective courses may be chosen from any other department of the College.

3. The Accounting Field includes all of the courses of the curriculum listed under that heading on page 102. Elective courses may be chosen from any other department of the College.

4. The Retail Selling Field includes all of the courses of the curriculum listed under that heading on page 102. Elective courses may be chosen from any other department of the College.

5. The Combination Program combines either the Stenographic and Accounting, the Stenographic and Retail Selling, or the Accounting and Retail Selling Fields. With any combination program, the certification appropriate to both of the two areas will be awarded. Electives in other departments of the College also may be carried with this program.

It is possible to elect Typewriting III and IV and become certificated to teach typewriting with any one of the fields or a combination of the fields.

Elective Fields. The fields of English, social studies, mathematics, science, geography, education, art, and music are especially recommended from which courses may be elected by students in business education. All electives, however, are determined by the choice of the student, and by approval of the Dean of Instruction of the College and the Director of the Business Education Department.

Our Standards. Only those students who attain "A" or high "B" standings, and whose aptitudes indicate success in the fields elected, should elect more than two fields.

Those students whose standings average below "C" may not graduate or be certificated.

To pursue the Complete Program a student must maintain at least a "C" average, and must have a grade of "C" or better in the following courses: English, Typewriting, Business Mathematics, Accounting, and Shorthand.

To elect or continue with the Stenographic Field, a student must maintain a grade of "C" or better in English, Typewriting, and Shorthand.

To continue in the Accounting Field a student must have a grade of "C" or better in Business Mathematics and Accounting.

To continue in the Retail Selling Field, a student must have a grade of "C" or better in English and speech.

It should be understood that those who fall below "B" standings are considered unsatisfactory to be recommended for teaching. Since high-school standards have been greatly raised, school officials are more particular than ever before concerning the qualifications of those whom they employ. They insist on high scholastic achievement, good personal appearance, attractive personality, freedom from physical defects, and other qualities that should be carefully considered by all those contemplating this type of professional work.

This should not discourage those who really have the qualities required. It may, however, prevent those who lack certain of the primary requisites for developing into a high-type teacher, from being disappointed later. A tryout year at Indiana is often recommended.

If any prospective students are in doubt concerning their fitness for this type of work, they should consult their high school principals and guidance officers and ask them for a frank and honest statement about their fitness. They should also have all data concerning their personal and scholastic qualifications sent to the College. They will be notified of the date for interviews, at which time the matter can be discussed as frankly and wisely as experience will dictate.

Application for Enrolment. Enough has been given in these few pages to furnish a glimpse into the Business Education Department. Those who can qualify and who desire to make application for entering the Business Education Department should get their applications in early, in order to insure a reservation.

Expenses. The fees for a school year of 36 weeks will amount to $499.00 for boarding students. This will cover board, room, laundry, and department fees. Books and supplies are extra. The costs for one semester are itemized below, but are subject to change. (Also see pages 36-40.

Contingent Fee (Payable in two installments)	$ 57.00
Housing Fee (Payable in two installments)	180.00
Activity Fee	12.50
	$249.50

CURRICULUM IN BUSINESS EDUCATION

By Semesters (Hours per week and Semester hour credit)	Complete Program	Sten. Field	Acct'g. Field	Selling Field
First				
Pl. & Pps. of Educ. in Soc. Ord.	3— 3	3— 3	3— 3	3— 3
American Literature	3— 3	3— 3	3— 3	3— 3
Fundamentals of Speech	3— 3	3— 3	3— 3	3— 3
Health & Phys. Educ. I	3— 1	3— 1	3— 1	3— 1
Business Mathematics I	3— 3	3— 3	3— 3	3— 3
Typewriting I	3— 1	3— 1	3— 1	3— 1
Business Writing	3— 1	3— 1	3— 1	3— 1
Second				
Economic Geography	3— 3	3— 3	3— 3	3— 3
English I	4— 3	4— 3	4— 3	4— 3
Health & Phys. Educ. II	3— 1	3— 1	3— 1	3— 1
Business Mathematics II	3— 3	3— 3	3— 3	3— 3
Accounting I	5— 3	5— 3	5— 3	5— 3
Shorthand I	5— 3	5— 3		
Typewriting II	3— 1	3— 1	3— 1	3— 1
Elective			3— 3	3— 3
Third				
English II	3— 3	3— 3	3— 3	3— 3
Health & Phys. Educ. III	3— 1	3— 1	3— 1	3— 1
Business Organization & Finance	3— 3	3— 3	3— 3	3— 3
Accounting II	5— 3		5— 3	5— 3
Shorthand II	5— 3	5— 3		
Typewriting III	5— 2	5— 2		
Elective		3— 3	6— 6	6— 6
Fourth				
General Psychology	3— 3	3— 3	3— 3	3— 3
Health & Phys. Educ. IV	3— 1	3— 1	3— 1	3— 1
Business Correspondence	3— 3	3— 3	3— 3	3— 3
Business Law I	3— 3	3— 3	3— 3	3— 3
Accounting III	3— 3		3— 3	
Shorthand Applications	5— 3	5— 3		
Typewriting Applications	5— 2	5— 2		
Elective		3— 3	3— 3	6— 6
Fifth				
Educational Psychology	3— 3	3— 3	3— 3	3— 3
Business Law II	3— 3	3— 3	3— 3	3— 3
Accounting IV	3— 3		3— 3	
Stenographic Office Practice	5— 3	5— 3		
Sales & Retail Selling I	3— 3	3— 3	3— 3	3— 3
Clerical Practice			5— 3	5— 3
Secondary Sch. Business Educ.	2— 2	2— 2	2— 2	2— 2
Elective		3— 3		2— 2
Sixth				
Economics I	3— 3	3— 3	3— 3	3— 3
Visual Education	2— 1	2— 1	2— 1	2— 1
Methods of Teaching Business Subjects	3— 3	3— 3	3— 3	3— 3
Educational Measurements (Inc. Bus. Crs.)	3— 3	3— 3	3— 3	3— 3
Clerical Practice	5— 3	5— 3		
Retail Selling II	3— 3			3— 3
Tax Accounting (Elective)	2— 2		2— 2	
Elective		3— 3	5— 5	2— 2
Seventh				
American Government	3— 3	3— 3	3— 3	3— 3
Hist. of U. S., Inc Hist. of Pa.	3— 3	3— 3	3— 3	3— 3
Biological Science	4— 3	4— 3	4— 3	4— 3
Economics II (Consumer Education)	3— 3	3— 3	3— 3	3— 3
Retail Selling III (Store Practice) or	12— 6			12— 6
Auditing	3— 3		3— 3	
Advanced Secretarial Practice (Elective)	3— 3	3— 3		
Eighth				
Student Teaching & Conference	15—12	15—12	15—12	15—12
Curriculum Materials & Adaptations	4— 3	4— 3	4— 3	4— 3

REQUIRED COURSES FOR ALL BUSINESS EDUCATION STUDENTS

Place and Purpose of Education in the Social Order 3 cr.

In this department, this course aims to serve as an orientation course, with special emphasis on the significance of business education, its history and development, and its place in the field of education. Observation of teaching is included.

Fundamentals of Speech 3 cr.

See Fundamentals of Speech under English Department. Special consideration is given to the needs of students in the Business Education Department, with emphasis on the technique of shorthand dictation.

Business Mathematics I 3 cr.

Thorough drill is given in the fundamentals of business mathematics with special emphasis on speed and accuracy in handling the fundamental business operations. A correlation is made with accounting.

Business Mathematics II 3 cr.

This course is a continuation of Business Mathematics I. Its purpose is to train students to apply principles of mathematics with speed and accuracy; to solve advanced problems encountered in carrying on the modern functions of business: production, marketing, personnel, finance, and management. It correlates with bookkeeping.

Business Writing 1 cr.

The development of a legible business hand is the goal set for this course. Freedom of movement, proper letter formations, and a light even touch, are important elements in attaining this end. In addition to developing the skill of being able to write well with pen and ink, the student is expected to attain a high degree of proficiency in writing on the blackboard. This is a prerequisite skill for shorthand and bookkeeping.

Economic Geography I 3 cr.

This course develops a background for an understanding of world production and distribution of commodities as related to diverse natural conditions. Practice is given in securing and interpreting geographic data from the sources which the students will use when teaching.

Accounting I 3 cr.

This is the introductory course in one of the major fields of certification for teachers in Pennsylvania high schools. Its purpose is to introduce the student to bookkeeping and accounting by means of financial records for personal, family, and extra-curricular uses, leading into the

modern technical phases of accounting. Latest trends in teaching the beginning bookkeeping course in high schools are presented.

Typewriting I 1 cr.

This beginning course emphasizes a sound mastery of the keyboard and the ordinary operative parts of the typewriter. The subject matter ranges from introductory drills through paragraph and article writing to applications in simple letters and tabulations. Diagnostic and corrective work receive attention throughout the course. Speed with accuracy is considered fundamental.

Typewriting II 1 cr.

This course emphasizes efficiency and quickness in handling the typewriter in dealing intelligently with a large variety of materials on the intermediate level of operating. Among the contents of the course are: letter writing, straight-copy work, multicopy work, tabulating, and strengthening and remedial drills. Transcription is included for stenographic students.

Business Organization and Finance 3 cr.

This course is designed to give an overview of business management. Modern business organization, finance, personnel administration, production, and public relations are studied and made meaningful as they fit into our industrial society. The organization and management of the corporation and other forms of business are covered in this course.

Business Correspondence 3 cr.

The material deals with business forms—not with isolated English drill. It aims to teach the parts of the letter; to write letters asking for information, and giving and refusing information; to write letters of order, adjustment, collection, application, and sales; to compose invitations, statements, telegrams, notices, minutes, and formal speeches. It correlates with the major business fields.

Retail Selling I 3 cr.

This course comprises a thorough survey and analysis of the fields of selling. A critical study is made of the requirements for salespeople, kinds of customers and how to serve them, customers' needs and why they buy, the sales process, methods of increasing sales volume, store merchandising plans, merchandise information, store organization, store systems. Personality studies are a part of this course.

Business Law I 3 cr.

This course deals with court procedure, contracts, agency, and negotiable instruments. The aim is to apply principles of law to everyday life and to establish proper interest, ideals, and attitudes toward law as a means of social control.

Business Law II (Including School Law) 3 cr.

This course considers the law of business organizations, devices for protection of creditors and personal and real property. It applies

the principles of law to everyday life and business, establishing proper interest, ideals, and attitudes toward law as a means of social control. Attention is given to the problems of organizing and teaching business law in the secondary school. Pennsylvania school law is included in this course.

Clerical Practice and Machines 3 cr.

This course is designed to acquaint the student in a practical manner with the common non-stenographic, non-bookkeeping office duties that constitute a large share of all office work, and to prepare the student to organize and conduct a high school course for training office clerks and office-machine operators.

Method of Teaching Business Subjects 3 cr.

This course makes definite application of psychological principles in the teaching and learning of skill and content subjects. Reading, discussion, planning, and demonstrating form the basis of the teacher and class activity. Proficiency in the subject matter of the courses selected for special treatment is prerequisite to this course.

Educational Measurements 3 cr.

This course gives a complete program in planning, testing, evaluating, remedial teaching, retesting, etc. in business courses. Actual test making, giving, checking, and evaluation, in cooperation with the student-teaching situation, is a part of this course.

Secondary School Business Education 2 cr.

This course includes an analysis of the business-education situation in the various types of high schools, and programs of business education adaptable to the needs of the various communities. Organization and content of materials for the various courses for the purpose intended make up an important part of this course.

Economics II 3 cr.

The daily problems of the consumer are given chief consideration in this course. Such topics as income, savings, ownership, banking and finance, purchasing, standards of quality, family and individual budgets, and insurance protection are studied, and special attention is given to the development of a course in Consumers' Economics for the secondary school.

Student Teaching, Observation, and Conference 12 cr.

An extremely practical and actual experience is presented in teaching in the neighboring high schools especially organized for this work, with supervision by both the high school supervisors and the college faculty.

Curriculum Materials 3 cr.

The content of this course grows out of the needs and problems encountered in the student-teaching experience, and runs concurrently with it.

BOOKKEEPING FIELD

REQUIRED COURSES

Accounting II 3 cr.

The work of this course includes double entry bookkeeping through statements, ledger accounts, original entry books including special columns, posting, checking, adjusting, closing, working sheet, controlling accounts, interest and discount, valuation accounts, accruals and deferred items, and current routine.

Accounting III 3 cr.

This course studies partnership capital accounting giving particular attention to the problems of combining capital and the liquidation of capital accounts; accounting for corporations, with reference particularly to the capital structure, the voucher system, bond amortization, accounting for branches, and problems in consolidation and supplementary statements.

Accounting IV 3 cr.

This course uses a set of cost records simulating, as far as possible, the actual conditions in industries. Lectures, supplementary problems, and visits to industries develop the twofold purpose of skill in cost accounting and management through cost information. Latest methods in standard costs and efficiency through the use of office machines are included.

Auditing 3 cr.

In this course students conduct a semi-detailed audit of actual business records, make the corrections, and submit statements of results. Problems of public and private auditing are developed by the instructor. The construction and organization of working papers is taught. Analysis of difficult amounts and miscellaneous audit-problem situations enlarge the students' general knowledge of accounting.

ELECTIVE COURSE

Tax Accounting 2 cr.

A course designed to provide the prospective teacher with a knowledge of the current tax laws in connection with Social Security, Excise and Income Taxes. The interpretation of the laws in connection with business information and the filling out of forms will constitute a large part of the work.

SECRETARIAL FIELD

REQUIRED COURSES

Shorthand I 3 cr.

In this course emphasis is given to the reading, writing, and mastery of the fundamentals and special forms. The transcribing of students' notes on the typewriter constitutes a part of the activity.

Shorthand II 3 cr.

In this course, as in Shorthand I, emphasis is given to the reading, writing, and mastery of the fundamentals and special forms. The transcribing of students' notes in the form of paragraphs and short and medium letters receives increasing attention.

Shorthand Applications 3 cr.

This is a drill course designed to develop practical speed in taking dictation of material greatly varied as to vocabulary, and reasonable speed with very high accuracy in reading from dictated notes. For the development of skill in transcription this course is closely coordinated with Typewriting Applications.

Typewriting III 2 cr.

This course deals with letter writing; writing on special business and legal forms; setting up outlines, programs, indexes, title pages, and so forth; proof-readers' marks; copying from the longhand and corrected copy; writing manuscripts; tabulating; problems of English, such as capitalization, punctuation, and paragraphing; and many other practical and educational matters.

Typewriting Applications 2 cr.

This is an advanced course including an abundance of practical business typewriting, with special emphasis upon development of skill in transcribing business letters from dictated shorthand notes. High skill is developed in the handling of a variety of practical matters including letters, envelopes, statistical matter, financial papers, legal documents, articles, poetry, etc.

Stenographic Office Practice 3 cr.

This is an advanced stenographic course including theory and practice in those activities that are common to stenographic and secretarial positions, and dealing with objectives, organization, methods, materials, and standards for a high school stenographic practice course so as to prepare the student to teach such a course in the public schools.

ELECTIVE

Advanced Secretarial Practice 3 cr.

Such topics as the following are considered in this course: scope of secretarial work, secretarial standards, personality of the secretary, postal information, reference books, record keeping, letters and other means of communication, reception and handling of callers, newspapers and magazines, itineraries, reports, collecting materials, voice and speaking, preparation of budgets and documents, graphs, office machines, filing, office organization and management, English improvement, and development of initiative and dependability.

RETAIL SELLING FIELD

REQUIRED COURSES

Retail Selling II (Management) **3 cr.**

This course embodies a more technical study of the learning units of Retailing I, and includes an analysis of markups, markdowns, stock planning, stock control, buying, price making, personnel training and management, salaries, store location, store layouts and equipment, retail accounting, credit management, and advertising.

Retailing III (Store Practice) **6 cr.**

This is a practical course of cooperative part-time selling in the retail establishments of Indiana. The student spends a minimum of 15 clock hours per week behind the counter, during the week-day afternoons, at which time he puts into practice the theories of retailing previously studied. This work is under close supervision of the store officials and of the College.

REQUIRED COURSES FOR BUSINESS EDUCATION STUDENTS IN OTHER FIELDS

Several courses in other departments are required for graduation in the Business Education Curriculum. Following is a list of these courses with the page number where their descriptions may be found.

	Page		Page
English I	55	History of the United States	87
English II	55	General Psychology	49
Health Education I, II, III, IV	68	Visual Education	50
American Literature	55	Principles of Economics	84
Biological Science SD	77	American Government	84
		Educational Phychology	49

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one extra-curricular activity one semester each year.

ELECTIVES IN OTHER FIELDS FOR BUSINESS EDUCATION STUDENTS

Electives may be chosen from any of the other college fields without extra cost to the student.

ELECTIVES IN BUSINESS EDUCATION FOR STUDENTS IN OTHER FIELDS

Any of the courses in Business Education are available to students in other departments, subject only to the meeting of essential prerequisites.

HOME ECONOMICS DEPARTMENT

OPAL T. RHODES, *Director of Department*

M. MARIE BENNETT
LEOLA T. HAYES
HELEN R. KEEFAUVER
HELEN C. MERRIMAN
RACHEL DALE MOSS
MILDRED E. OMWAKE
ETHYL VERNA OXLEY
HELEN ROSE
ARLEINE M. SCHNURE
FANNIE DEE STEPHENSON

Graduates from this department receive a Provisional College Certificate valid for any vocational or general home economics position in the public schools of Pennsylvania. It is also possible for them to offer a second field of specialization in which to be certified. The Bachelor of Science degree in Home Economics, which they receive is recognized for entrance to graduate courses by all the leading colleges and universities.

Entrance Requirements. The requirements for admission to the Home Economics Department are the same as for other departments of the College. Students who expect to specialize in homemaking will find it helpful to have taken chemistry, physics, biological science, and art in high school.

Home Economics Equipment. The Home Economics Department is located on the top floor of the Arts Building and the ground floor of Leonard Hall. A one room or all-purpose homemaking laboratory and a modern well-equipped kitchen are of special interest.

Home Economics Cafeteria. The school lunchroom is located in a building renovated for that purpose on the Elkin property. The School Lunchroom Management class prepares and serves lunches five days each week to the pupils of the Keith School, the college faculty and commuting students.

Home Management Houses. Two houses located on the campus provide for groups of six seniors to participate in home management based on family needs and expenditures. Under the guidance of the resident faculty adviser they care for a baby under one year of age and have an opportunity to observe his development.

The Nursery School. The nursery school emphasizes the physical, social, mental, and emotional development of the child from two to four years of age. It provides opportunities for students to observe, study, and assist with the care of young children.

Home and Employment Experiences. This part of teacher preparation is most vital. During summers and other vacations, students avail themselves of opportunities to apply college learning in natural situations to test theory and their ability. Understandings are orientated and integrated in living. They develop confidence, poise, and self assurance as well as skills and managerial ability.

Parents and faculty members help the students to select those experiences which are needed or will prove most helpful and to evaluate the results and benefits of their work.

Home Economics Organizations. The Home Economics Club is a professional organization open to all members of the department upon application and payment of dues. Our club is affiliated with the Pennsylvania and American Home Economics Associations which help keep us informed of club activities of national importance. Throughout the year the students enjoy picnics, parties, and dances. The regular meetings provide interesting programs of professional value. Every opportunity is offered to develop initiative, leadership, comradeship, and social adjustment. A member of the faculty acts as club sponsor.

Kappa Omicron Phi is a national professional honorary home economics fraternity. It was established to further the best interests of home economics by developing women with higher ideals of sane living; with broader social, higher intellectual and cultural attainments; with a definite responsibility for solving social and economic problems; with a deeper appreciation for the sanctity of the home; and with a scientific attitude toward homemaking. Outstanding students in the department are elected to membership in this organization.

The Placement of Graduates. The Director of Placement and the Director of the Home Economics Department assists all graduates in obtaining suitable teaching positions. Every effort is made to place the graduate in the community in which she can render the best service. Graduates of the department who are teaching are given assistance when a change in position is desired.

Student Teaching. Seniors teach in the home economics departments in selected public schools of Western Pennsylvania. This work is carefully supervised by supervising teachers in the respective schools and the teacher education staff of the college Home Economics Department.

Expenses. The fees for a school year of 36 weeks amount to $529.00. The costs for one semester are itemized below, but are subject to change. (Also see pages 36-40).

Contingent Fee (payable in two installments)	$ 72.00
Housing Fee	180.00
Activity Fee	12.50
	$264.50

CURRICULUM IN HOME ECONOMICS

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
American Literature	3	3
Health and Physical Education I	3	1
Place and Purpose of Education	3	3
Principles of Design I.	4	3
Clothing I	6	3
Textiles	4	2
Home Economics Education I	2	1
	25	16

SECOND SEMESTER

	Clock Hours	Semester Hours
English I	4	3
Health and Physical Education II	3	1
Foods I	7	3
Chemistry (Inorganic)	6	4
Principles of Design II.	3	2
Physiology	4	3
	27	16

THIRD SEMESTER

English II	3	3
General Psychology	3	3
Foods II	7	3
Clothing II	4	2
Applied Design I (Costume)	3	2
Chemistry (Organic)	4	2
Appreciation of Music	3	2
Health and Physical Education III	3	1
	30	18

FOURTH SEMESTER

Educational Psychology	3	3
Principles of Economics	3	3
Clothing III	4	2
Household Management I (Equipment)	6	4
Chemistry (Physiological)	4	2
History of U. S. including History of Pennsylvania	3	3
Health and Physical Education IV	3	1
	26	18

FIFTH SEMESTER

Home Management II (Economics)	3	3
Nutrition	4	3
Child Development	3	2
Family Health	3	2
Home Management III (House)	9	3
American Government	3	3
Health and Physical Education V.	3	1
	28	17

SIXTH SEMESTER

Home Economics Education II (Vocational)	3	3
Nursery School Child	5	2
Applied Design II (Household)	5	3
School Lunchroom Management I	8	3
Electives	5	5
Health and Physical Education VI	3	1
	29	17

SEVENTH SEMESTER

Home Economics Education III (Vocational)	2	2
Student Teaching	16	8
Family Relationships	2	2
Elective	3	3
	23	15

EIGHTH SEMESTER

Bacteriology	4	3
Principles of Sociology	3	3
Consumer Education	3	3
Visual Education	2	1
Electives	6	6
	18	16

REQUIRED COURSES FOR ALL HOME ECONOMICS STUDENTS

CLOTHING AND TEXTILES

Clothing I 3 cr

A study of the quality and construction of ready-made clothing is made as an introduction into the selection of commercial patterns and the construction of garments. Students use the sewing machine extensively and may do some flat pattern designing. Cotton, wool and rayon fabrics are preferred. Cost of fabric is approximately $20.

Clothing II 2 cr.

An intensive study of the practical methods of solving fitting problems and applying the principles of dress design form the basis for this course. Practical applications are made by draping on individual dress forms. Students demonstrate the more difficult constructive processing in sewing. Cost of fabric is approximately $27. **Prerequisite: Clothing I.**

Clothing III 2 cr.

Development of technical skill in garment construction with emphasis on ready-made versus hand-tailored coats and suits. Construction of a coat or suit. Wardrobe needs with emphasis on care, repair, renovating, and remodeling of clothing. Fabrics cost approximately $35.

Textiles 2 cr.

Textile fibers, and the construction and finishing of cloth are studied from the standpoint of suitability, durability, cost and hygienic values to provide a background for the selection of clothing fabrics and household textiles.

CONSUMER EDUCATION

Consumer Education 3 cr.

Fundamental understanding of the individual as a consumer buyer, knowledge of the problems involved in buying, and difficulties encountered in solving them are emphasized. A program for the education of intelligent consumers is planned.

FAMILY AND CHILD

Family Relationships 2 cr.

Solutions are sought for problems of the modern American family such as family stability, preparation and responsibilities for successful marriage; the family's influence on personality development, attitudes, planes and standards of living; the unmarried, married women working, etc. Readings, discussions, and conferences are used in facing and solving these problems.

Child Development 2 cr.

The influence of heredity, and of pre-natal development on the child is considered. Pre-natal and post-natal care of the mother, and develop-

ment of the child to two years of age are studied. Special emphasis is placed on psychological development of the child. Field trips for observation of babies are made to home management houses on campus and to the local hospital.

Nursery School Child 2 cr.

An opportunity to study a pre-school child two to four years of age is afforded. The theories underlying the physical, social, mental, and emotional development of the child are presented. Special emphasis is placed on habit formation and benefits to be derived from play. Learning to understand one's self, others and children through observation of the nursery school age child is a continuous part of the course.

FOODS AND NUTRITION

Foods I 3 cr.

The student is aided in understanding the principles underlying food preparation. Provision is made for experience in food selection and preparing and serving meals for family groups. Meeting problems on different economic levels is stressed. Three nurse's uniforms and white shoes are needed.

Foods II 3 cr.

Food preservations, meat selection, and cookery and additional experience in planning, preparing and serving family meals and meals for special occasions is included. Recent experimentation and research indicating most approved methods of cooking are considered.

School Lunchroom Management I 3 cr.

Students gain experience in quantity cookery and in directing a school lunchroom. Good nutrition, well balanced meals and the preparation and serving of tasteful attractive foods are all emphasized. The educational possibilities and significance of the school cafeteria are stressed. Laboratory work includes menu making, marketing, accounting, management, preparation and serving of food.

Nutrition 3 cr.

A study is made of the nutritive value of food and the essentials of an optimum diet. Application is made to nutritional requirements of the individual through childhood, adult life, pregnancy, lactation, old age, common nutritional deficiencies, and disorders at different economic levels. Prerequisities: Foods I, Chemistry, and Physiology.

HEALTH

Family Health 2 cr.

Good health habits are emphasized and an attempt is made to secure their practice. Safety and prevention and home care of various illnesses is included. Attention is given to understanding emotional adjustment and mental health. Laboratory covers home care of the sick. A Red Cross certificate is given and the approved Red Cross apron required. (Cost of fabric is about $3.00.)

HOME MANAGEMENT

Household Management I (Equipment) **4 cr.**

The first work in home management gives an understanding of the scientific principles underlying the wise selection, operation and care of kitchen and laundry equipment. Comparative studies of the operation and efficiency of various kinds of household equipment and procedures in care of the house are emphasized.

Home Management II (Economics) **3 cr.**

An understanding of the principles of management, of the importance of the family in the economic situation and the financial problems of the individual and of the family, provide a basis for raising the plane of living in order to provide opportunity for a well-rounded and abundantly satisfying life for all members of the family. Adequate housing is especially emphasized.

Home Management III (House) **3 cr.**

Managerial ability is emphasized and developed through residence in the home management house. Experience is afforded in the management of time, energy, and money; in the planning and guiding of group work; and in the care and observation of a baby. Human values in group living are stressed. Prerequisites: Foods II and Home Management II (Economics). Corequisites or prerequisites: Child Development and Family Relationships.

RELATED ARTS

Principles of Design I **3 cr.**

See page 97.

Principles of Design II **2 cr.**

See page 97.

Applied Design I (Costume) **2 cr.**

This course includes the selection of clothing for different types of personalities; effective use of color, texture and pattern design in costume. Costume accessories are designed and made. Special attention is given to individual clothing problems. Prerequisites: Principles of Design I, II. Necessary materials cost approximately $8.50.

Applied Design II (Household) **3 cr.**

This course further develops the student's ability to create an attractive livable home through the effective use of line, shape, texture, and color. House planning; exteriors; floor, wall and window treatment; selection and arrangement of furnishings; and flower arrangement are among the things studied. Floors, walls and furniture are reconditioned and slip covers and lined draperies constructed.

Prerequisites: Principles of Design I, II and Clothing I.

PROFESSIONAL

Place and Purpose of Education in the Social Order (Home Economics) 1 cr.

The student has an opportunity to become acquainted with the broad scope of home living, contributions of leading home economists, literature in the field and professional possibilities for a person educated in home economics. An appreciation of teaching as a profession is developed.

Home Economics Education II 3 cr.

Emphasis is placed on the development of vocational and general education and the philosophy underlying home economics education. The learning process, effective methods of teaching, evaluation, teaching aids, equipment and department management are studied. The educational significance of social and economic changes and recent developments in teaching homemaking to all ages of individuals in and out of school are considered. Prerequisites: Place and Purpose of Education and Psychology.

Home Economics Education III 2 cr.

Observation and participation in the elementary and secondary departments of the campus laboratory school and in the Education for Family Living class (for adults) provide opportunities to solve problems relating to school, home, and community. Attention is given to organization, administration, program planning, and teaching procedures. Theories concerning pupil-teacher planning, curriculum development, home visits, home projects, and evaluation are tested.

Student Teaching 8 cr.

Experiences are provided for observing and participating in the home economics programs in the general and vocational departments in selected public schools. Under the guidance of qualified secondary home economics teachers and college teacher education staff, students have the opportunity to gradually assume full responsibility of a regular teacher. Every effort is made for direct contact with individual pupils in school, home, and community activities and through supervision of home visits and home projects. Prerequisites: Place & Purpose of Education in the Social Order, and Home Economics Education II and III.

ELECTIVES FOR HOME ECONOMICS STUDENTS

The following courses are available for students in home economics who desire to broaden their education in a special field of home economics instead of carrying a minor in some academic field.

Clothing IV 2 cr.

An appreciation of what constitutes good design in hats as part of the complete ensemble is developed. Selection of hats, and construction in remodeling them for different seasons are included.

Clothing V—Special Problems in Clothing 3 cr.

Various phases of clothing problems met by individual students in home, college, and teaching are solved. Prerequisites: Clothing I and II and the consent of the instructor.

Diet in Disease (Diet Therapy) 3 cr.

Special study of individual diet problems of infants, growing children, the aged, pregnant and lactating women, and diseases such as diabetes, nephritis, gastro-intestinal disease and others needing special dietary treatment. Special diets are planned, calculated, and prepared. Planned for students desiring advanced nutritional study. Prerequisites: Foods I, Nutrition, Chemistry, Physiology.

Special Problems in Foods 3 cr.

Food problems which meet the particular needs of the group or of individuals are solved. Foods for special occasions, demonstrations, experimental work, food decoration and arrangement of illustrative material are among the suggested units. Prerequisites: Foods I and II.

Clinic in Home Economics Education 3 cr.

The various areas needed for adequate preparation for everyday living in the home and the community are considered. The philosophy underlying learning, curriculum planning and effective teaching is studied and applied to specific situations.

School Lunchroom Management II
Organization and Administration 3 cr.

This course includes problems of administration in various types of educational institutions; management of personnel, labor, food, equipment, and supplies; record keeping, professional standards and ethics; practice in supervision of food service. Field trips to cafeterias and other food service units are included in this course.

REQUIRED COURSES IN OTHER FIELDS FOR HOME ECONOMICS STUDENTS

Several courses in other departments are required for graduation in the Home Economics Curriculum. Following is a list of these courses with the page number where their descriptions may be found.

	Page		Page
English I	55	Health Education	68
English II	55	Visual Education	50
American Literature	55	Inorganic Chemistry I-H	82
Place and Purpose of Education	49	Organic Chemistry H	83
General Psychology	49	Physiological Chemistry H	83
Educational Psychology	49	Physiology H	83
Principles of Economics	84	Bacteriology	83
Principles of Sociology	85	United States History Before 1865	87
American Government	84		
Appreciation of Music	134		

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one extra-curricular activity one semester each year.

ELECTIVES FOR HOME ECONOMICS STUDENTS IN OTHER FIELDS

Electives may be chosen from any of the other fields.

ELECTIVES IN HOME ECONOMICS FOR STUDENTS IN OTHER FIELDS

Education For Family Living (Home Economics Education V) 3 cr.

The needs of each member of the class as an individual and a teacher are met through laboratory, discussion, and reference work. Units may be selected in any area of home making: selection of adequate meals, clothing, household furnishings, equipment, services; management; child care and development. This course is ideal for the home maker or prospective bride and groom.

Nutrition Education 1 cr.

Open to all college students. The fundamentals of food selection, menu making and principles of nutrition are studied. Their application is made to the various age groups, economic levels and social and national background. Sources of illustrative material for teaching are made available.

Any of the courses in Home Economics may be taken by students in other departments. Do you live in a home, eat food, wear clothing, or expect to have a home of your own? If so, you will want to elect as many Home Economics courses as possible. Other departments prepare you to earn a living. Home Economics prepares for life and marriage.

MUSIC EDUCATION DEPARTMENT

CLEL T. SILVEY, *Director*

LOLA A. BEELAR
AAGOT M. K. BORGE
AGNES M. BOTHNE
ROBERT W. BURGGRAF
CATHERINE C. CARL
CHARLES A. DAVIS
GLADYS DUNKELBERGER
THOMAS J. HUGHES
C. DAVID MCNAUGHTON
MARY HELENA MULDOWNEY
PEARL R. REED
LAURA M. REMSBERG
LAWRENCE C. STITT
ARVILLA TERRELL

The State Teachers College, Indiana, Pennsylvania, is authorized by the State Department of Public Instruction to offer the curriculum for the preparation of supervisors and special teachers of music.

Opportunities in Music Education. The increased recognition of music as a fundamental part of our educational program is serving to emphasize to superintendents and school boards the importance of selecting as the music teacher an individual of strong character and personality who has a soundly developed musicianship and a broad educational outlook.

The demand for well-prepared teachers capable of forceful leadership in music is such as to offer excellent opportunity for future success to superior high school graduates whose interest and abilities lead them to select the teaching of music as their profession.

The College has the faculty and equipment to offer and to carry out successfully every phase of the preparation and development of public school music teachers and supervisors.

The courses in Music Education aim to prepare the student to teach music in the elementary and high school grades. Completion of the degree program ordinarily requires four years (eight semesters) of study. The emphasis throughout is upon the acquiring of musicianship, but each year also includes certain material relating directly to the teaching of music.

Requirements For Admission. In addition to the usual entrance requirements (see pages 29-31 of this catalogue) unconditional entrance to a program of study leading to the B.S. degree in music education necessitates the following specialized abilities:

1. Possession of an acceptable singing voice which indicates no serious defects that cannot be remedied by vocal study.

2. The ability to play the piano or an orchestral or band instrument, representing several years of study and a high degree of performance skill.

3. Musical sensitivity in such matters as pitch discrimination, tonal and rhythmic memory.

4. The ability to sing at sight with reasonable accuracy and fluency music of the difficulty of simple folk songs and hymns.

Necessary limitation of enrollment in the department of music education assures a carefully selected group of students each year. Data on personal qualifications, scholastic attainment, and musical experience are collected for each applicant; and a personal interview for prospective music students is given by the Director of the department and his assistants. There is a sincere desire on the part of the music department to offer necessary guidance before a student undertakes the music program. Early application is desirable. It is advisable for the prospective student to make application for admission to the Registrar of the College. In general, audition dates are planned for March, April, May, June, July, and August, after which time a final selection of the class entering that autumn will be determined.

Expenses. The fees for a college year of 36 weeks amount to $565.00. The costs for one semester are itemized below, but are subject to change. Books and supplies are extra. Also see pages 36-40.

Contingent Fee (covering the cost of class instruction, private lessons, and piano rental)	$ 90.00
Housing Fee	180.00
Activity Fee	12.50
	$282.50

The statement on Private Instruction Fees found under Fees, page 37, does not apply to the students enroled in the Music Education Curriculum. The above itemized statement of costs includes all fees charged for enrolment in the Music Education Curriculum.

Student Teaching. Students in the Music Curriculum at Indiana gain their knowledge of and experience with teaching situations through three definite steps and procedures:

1. By observation periods in the Laboratory and Demonstration School and the borough schools during their freshman year. These observations are designed to teach technics while students are taking prerequisite courses in college, not to professionalize subject matter.

2. In observation and actual teaching assignments in the Laboratory and Demonstration School and the borough schools during the sophomore and junior years as part of the courses in Methods and Materials. These assignments are limited in scope but definite as to requirements and responsibility.

3. In 12 semester hours of Student Teaching required during the senior year. This work is done in the elementary and junior high schools in the college laboratory schools, and in nearby schools if additional assignments are necessary.

All student teaching is done under careful, personal supervision of the music education department staff who are assigned specifically to direct student teaching.

The student teaching assignments are made during either the seventh or eighth semester of the senior year. With the exception of applied music requirements, which may not have been previously removed, the student concentrates solely upon the teaching assignments (at various levels) during the one semester.

CURRICULUM IN MUSIC EDUCATION

Sequence of courses subject to change for administrative purposes

	Clock Hours	Semester Hours
FIRST SEMESTER		
American Literature ..	3	3
Pl. & Purp. of Education	3	3
Harmony I	3	3
Ear Training I	3	2
Solfeggio I	3	2
*Applied Music	9	3
Health Education	2	1
	26	17
SECOND SEMESTER		
English I	4	3
Fundamentals of Speech	3	3
Harmony II	3	3
Ear Training II	3	2
Solfeggio II	3	2
*Applied Music	9	3
Health Education	2	1
	27	17
THIRD SEMESTER		
English II	3	3
Methods & Materials I	4	3
Ear Training III	3	2
Harmony III	2	2
Solfeggio III	3	2
Eurythmics I	2	1
*Applied Music	9	3
	26	16
FOURTH SEMESTER		
History of Civilization	4	4
Methods & Materials II	4	3
Art Appreciation	3	2
Harmony IV	2	2
Elements of Conducting	2	2
Eurythmics II	2	1
*Applied Music	9	3
	26	17
FIFTH SEMESTER		
General Psychology ...	3	3
Harmony V	2	2
History & Appreciation of Music I	3	3
Methods & Materials III	4	3
Physical Science (Acoustics)	3	3
*Applied Music	9	3
	24	17
SIXTH SEMESTER		
Educational Psychology	3	3
Harmony VI	2	2
History & Appreciation of Music II	3	3
Choral Conducting	3	3
Ed. Measurements	2	2
Visual Education	2	1
*Applied Music	9	3
	24	17
SEVENTH SEMESTER		
United States History Before 1865	3	3
American Government .	3	3
Advanced Instrumental Conducting	3	3
Elective	3	3
*Applied Music	9	3
	21	15
— or —		
Student Teaching	16	12
EIGHTH SEMESTER		
United States History Before 1865	3	3
American Government	3	3
Advanced Instrumental Conducting	3	3
Elective	3	3
*Applied Music	9	3
	21	15
— or —		
Student Teaching	16	12

*See page 127 for a specific outline of requirements and electives.

REQUIRED COURSES FOR ALL MUSIC EDUCATION STUDENTS

APPLIED MUSIC

INDIVIDUAL INSTRUCTION

The curriculum in music is designed to give opportunity for intensive preparation in musical content and skills. Continuous study of voice, piano, orchestral and band instruments is required as an integral part of a well-planned series of musical, cultural, and professional courses. Such study is essential in the preparation of teachers who are to function as leaders in music education, and this work is offered to all students of the music curriculum without additional cost beyond the regular contingent fee for the music curriculum. These courses may be taken as electives by students in other departments upon payment of an additional fee (See page 37).

Private Vocal Instruction. The ultimate goals of this work are beautiful tone, dependable technic, a musicianly style of singing, and an appreciation of the most representative of the great masters. Definite emphasis is placed upon skillful use of the breath, elimination of tension and amplification of resonance. As the voice develops and is brought under control, songs suited to the capacity of the pupil are studied. Correct diction, the ability to project ideas vividly, and a poised stage manner are taught as the repertoire is prepared for public performance. In addition to four semesters requirement of class and private voice, additional private voice instruction may be elected during the last four semesters. Also, ample opportunity is given for ensemble singing.

Private Piano Instruction. The importance of a practical knowledge of the pianoforte has long been recognized as essential in the study of any branch of music; the broad range of its literature, its use as an accompanying instrument, the possibilities it offers in the reading of scores, ensemble music, and the like, make its study the natural foundation for a thorough musical culture. Eight semesters of private piano instruction are required of each music major unless the requirements can be completed in less time. The fourth year requirements listed below will serve as the final criterion. At the end of each year all students must play before the members of the piano faculty. Exemption from this requirement will be determined upon the basis of the stage of advancement of each individual student. Throughout the four years the private piano instruction is correlated with all of the theoretical aspects of the music curriculum.

Minimum Requirements in Piano — by years:

I. At the end of the Freshman year each student must have completed any good first year adult beginners book, or its equivalent; must be able to play all the sharp major scales, at a reasonable tempo, two

octaves; must play simple chord patterns in major keys; should also play a few standard etudes for the first grade. Progressive requirements in keyboard harmony will follow each year in keeping with the needs of the courses in music theory.

II. At the end of the Sophomore year each student must have completed a standard second year instruction book, or its equivalent; must be able to play all major and minor scales and arpeggios (principal triads); should have completed a few supplementary pieces, etudes, or sonatinas of second year level.

III. At the end of the Junior year a student should be able to play third grade material such as the intermediate sonatinas, and the simpler dances of Bach or Handel, Chopin Preludes, Schumann Album For The Young, Grieg Lyrical Pieces, etc. Also, the student should have completed some of the easier studies by Czerny (or Kohler) such as the Czerny-Liebling No. 1, and be able to read at sight the first year material.

IV. By the end of the Senior year and before graduation students must demonstrate ability to play a prepared solo representing at least the fourth year of study; play an accompaniment to a song, an instrumental solo and accompaniments from the music text series as published for junior high schools; harmonize at the piano a simple melody such as is published for primary grades; harmonize scales in any major or minor key, and transpose a simple folk song to any key.

Private Pipe Organ Instruction. The foundation teaching in this department is based on trios and pedal studies, and Bach. Much attention is given to clarity and precision, voice progression, various types of legato and staccato, choice of registration, artistic phrasing, and ease in the handling of the modern organ. The college has a three-manual pipe organ in the auditorium which will be used by the more advanced organ students. In addition, there are three practice organs in the department. Students may elect four semesters of organ study. if they desire, to satisfy the applied music requirement. Prerequisite: Junior standing in piano requirements which are specified under the piano instruction descriptions.

Private Violin Instruction. Study in violin is designed to prepare students for public performance and successful teaching. The essentials may be listed as follows: thorough ground-work in bowing and finger technic, including scales of all kinds, exercises and etudes, special emphasis being placed on tone quality and purity of intonation. Opportunity is given for participation in ensemble playing. One half hour lesson each week for two semesters is required of all music majors during the Sophomore year. Additional violin study may be elected during the Junior and Senior years. Prerequisite: class violin or an elementary knowledge of the instrument.

Private Instruction in Orchestral and Band Instruments: Opportunity is offered each student to pursue his interests in any orchestral

or band instrument; Violincello, Clarinet, French Horn, etc. Unless previous proficiency on the instrument can be established, private study on the various instruments must be preceded by the class instrument instruction. Thus the private study on these various instruments, except for exceptional cases, would be delayed until the Junior and Senior years.

Examination Committee. At any time during a student's career in the department, he may make a request to the Director to take the Performance tests for graduation which will be given at the end of each semester. Students who can satisfactorily meet certain of these requirements before the end of the fourth year may then devote the time saved to the development of further skills in other aspects of their applied music preparation. The examining committee consists of the applied music teachers in each field, with the Director and another faculty member constituting the other members of the committee.

RECORDING EQUIPMENT

The College owns its own recording equipment which makes possible constant testing in applied music. Our students make frequent recordings during the year to check their individual growth in voice and instrumental performance. Recordings are also made of the ensembles and the larger musical organizations. These are purchased by the members of these musical groups for reference use and also as mementos of many glorious experiences in singing and playing with choir, band, orchestra, and chamber groups.

CLASS INSTRUCTION

Since class instruction predominates in the teaching of public school music, it is imperative that prospective music teachers become familiar with the technics of class management; the psychology of class teaching; and the materials available for class teaching in voice, piano, orchestral, and band instruments. Instruction is so arranged that adequate opportunity to participate in various types of class instruction is available to students without extra cost. Individual instruction and class instruction are coordinated in a flexible manner calculated best to promote individual progress.

Class Voice Instruction. This is a required, two semester course, for all first year students. It is a prerequisite to private voice study as well as membership in the college choir. Ample sections are provided in order that more thorough work may be assured. The course concerns itself with the fundamentals of correct voice production; breathing, breath control, elementary study of vowel forms and consonants, elementary songs, poise, posture, stage presence. These elements are viewed from two angles, i.e., development of the student's own voice, and pedagogy of the course.

Class Piano Instruction. Piano classes are organized and conducted in the elementary grades of the laboratory schools. The work is di-

rected by members of the piano staff and is available as an observation and practice laboratory to students assigned for student teaching.

Class Violin Instruction. This one semester course is required of all students during their first year. It concerns itself with elementary violin playing as a practical introduction to the technical problems involved in the playing of stringed instruments. In addition to foundation principles of violin playing, it also includes instruction in the selection and care of the instrument, tuning and stringing, position of holding the violin and bow, and ensemble playing.

String Instrument Class. This one semester course is required of all students during their first year. It is concerned with the theory and applied foundational technique of playing the Viola, Violincello, and Bass. Attention is directed to the selection and care of these instruments.

Wood-wind Instrument Class. This one semester course is required of all students during their second year. It is devoted to a study of the theory and applied foundational technique in the playing of the wood-wind instruments. During the course of ensemble playing each student will have brief periods in the playing of each of the instruments. Much consideration is given to the selection, care, and repair of the wood-wind instruments.

Brass and Percussion Instruments Class. This one semester course is required of all students during their second year. It is devoted to a study of the theory and applied foundation technic in the playing of the brass and percussion instruments. In the group playing of the brass instruments each student will devote brief periods to the playing of each brass instrument. About one third of the class time will be spent with study and limited experience in the playing of the percussion instruments: Timpani, drums, etc. A few lectures and demonstrations will be given in drum majoring, twirling, marching, and the planning of field maneuvers.

ENSEMBLE

Ensemble singing and playing is a highly important factor in the training of a well equipped musician and teacher. It is so important that we not only recommend continuous activity but require many applied music semester hour credits in the vocal and instrumental ensembles. Our program in music activities is sufficiently varied in order to provide a place for everyone according to respective stages of advancement. Students are not permitted to satisfy all of the applied hours in instrumental ensemble at the expense of some needed experience in vocal activity or vice versa. Concerts by the ensembles are prepared and presented each semester to the college community.

Symphonic Band. Membership in this organization is open to all music as well as general college students who satisfy the entrance re-

quirements. Three hours of rehearsal are scheduled each week. The fall semester is largely devoted to college needs through marching and military band aspects. The spring semester is devoted to the preparation and presentation of indoor concerts. Prerequisite: wood-wind, brass, and percussion classes.

College Choir. This organization is devoted to the serious study of choral music, accompanied as well as unaccompanied. Its membership represents a select group of vocalists. All music majors beyond the Freshman year who have a special interest in voice are required to take the work. General college students who have the ability to meet the specific entrance requirements are invited. Prerequisite: class voice. Three rehearsals each week are held.

Symphony Orchestra. This organization devotes its time to the serious study of symphonic music. Its membership represents a select group of instrumentalists. All music majors who have a special interest in an orchestral instrument are required to be in the symphony. General college students who have the ability to meet the specific entrance requirements are invited. Prerequisite: Class strings, wood-winds, and brass. Three hours rehearsal each week.

Male Chorus. This organization aims to afford personal enjoyment to its members through participation in ensemble singing, and contributes to college life by appearing publicly on the campus at concerts and assemblies. This organization rehearses two hours each week and exists primarily for the men of the general college. Music major Freshmen men are required to belong.

Women's Glee Club. This organization rehearses two hours each week and exists chiefly for the benefit of the general college women who are interested in choral music activity. Freshmen women of the music curriculum are required to be in this ensemble. This organization will appear in concert separately or with the male chorus at least once each semester.

Beginning Band and Orchestra. Opportunity to play band and orchestral instruments will be extended to any college student. Each of these groups meet weekly under the direction of a music staff member. Instruments are furnished to students who do not own their own instruments. Music major students who wish to practice instruments in addition to their major instruments may utilize such laboratory periods to advantage. These groups serve as a means of extending the class instruction offered during the first and second years.

Small Ensembles. Students of special ability from the large ensembles have an opportunity to engage in small ensembles such as string quartet, trios, wood-wind quintet, brass quartet, girls sextette, male quartet, etc. These small ensembles will each be under the direction of staff members.

SEQUENCE in APPLIED MUSIC

(21 Semester Hours: 17 basic requirements, 4 elective)

One Clock hour (indicated in parenthesis) is equal to one-third Semester Hour

FRESHMAN YEAR

1st Semester

Private Piano Instruction (1)
Class Voice Instruction (2)
Solo (Weekly convocation (1) of all music majors)
Ensembles (3): Women's Glee Club or Male Chorus, Orchestra or Beginning Orchestra, Band or Beginning Band, String Orchestra.
Class Violin I (1) or Class Clarinet I (1)—2 sections of each

2nd Semester

Private Piano Instruction (1)
Class Voice Instruction (2)
Solo (1)
Ensembles (3): Same as 1st Sem.
Violin II (1) or Woodwinds (2) or Violin I (1) or Clarinet I

SOPHOMORE YEAR

3rd Semester

Private Piano Instruction (1)
Private Voice Instruction (1)
Solo (Weekly Convocation) (1)
Ensembles (3): Choir or Glee Club, Orchestra or Beginning Orchestra, Band or Beginning Band, String Orchestra
Violin II (1) or Woodwind class (2)
Class Strings (2) or Brass and Percussion (2)

4th Semester

Private Piano Instruction (1)
Private Voice Instruction (1)
Solo (Weekly Convocation) (1)
Ensembles (3): same as 3rd Sem.
Class Strings (2) or Brass and Percussion (2) or Woodwinds (2)

JUNIOR YEAR

5th Semester

Private Piano Instruction (1)
Solo (weekly convocation) (1)
Ensembles (3): Choir, Orchestra or Beginning Orchestra, Band or Beginning Band, String Orchestra
Elective (4): Voice, Organ, Piano, Orchestral and Band Instruments

6th Semester

Private Piano Instruction (1)
Solo (weekly convocation) (1)
Ensembles (3): Same as 5th Sem.
Electives (4): same as 5th Sem.

SENIOR YEAR

(All remaining applied music credits will be completed during the one semester when not engaged in student teaching, unless some deficiency needs to be removed. Seniors must, however, attend the one hour weekly convocation of music majors during their student teaching period).

7th or 8th Semester: Private Piano Instruction (1); Solo (Weekly Convocation) (1); Ensembles (3) and Electives (4): same as 5th Sem.

Extra-Curricular Activities

(1) MUSIC EDUCATORS CLUB ACTIVITIES

All students of the Music Education Department are automatically members of the Music Educators Club. This organization sponsors trips to Johnstown and Pittsburgh to hear the major symphony orchestras and world-renowned concert artists and ensembles. Each class within the club sponsors student recital-teas periodically. Such activities provide opportunities for a desirable type of social intercourse and educate students in accepting responsibility and acquiring social grace so essential to the music educator. Student representatives elected by the Club sit in as part of the Music Education Council of Faculty and Students, which determines the policies of the department within the framework of the College.

(2). **Small Modern Orchestra.** This activity is under the supervision of a member of the music staff. It is used as a laboratory for the playing, arranging, and conducting of contemporary popular music. Practical study is made of the arrangement of music in the idiom of popular music as used in radio and the dance orchestra.

Festival-Concerts, Recitals, and Broadcasts

(1). Faculty and student recitals are presented in the weekly convocation (Wednesdays: 4-5 p. m.)—required of all music majors.

(2). A SYMPOSIUM IN MUSIC EDUCATION is held annually the weekend before Thanksgiving recess. It is a two-day conference (lectures by nationally known authorities in music and demonstrations of up-to-date teaching procedures) offered for the benefit of the in-service music teachers of Western Pennsylvania.

(3). Spring Festivals: An annual two or three day music festival is held the first weekend after spring vacations. The nature of the festival varies from year to year as cooperative programs with other colleges or high schools within the service area.

(4). **National Music Week** is observed the first week beginning with the first Sunday in May. During the week at least one concert or recital is given each day. It begins with a combined Church Choirs service on Sunday and ends with a joint school children's concert on Saturday morning. The remainder of the concerts and recitals are furnished by the college students and groups.

(5). Each of the music ensembles (large and small) are presented to the weekly all-college convocations one or two times during the school year.

(6). The Music Education Department provides talent (solo or group) for one half hour broadcast over Radio Station WDAD, Indiana, each month.

COURSE DESCRIPTIONS

THEORY OF MUSIC

Harmony I 3 cr.

This course is devoted to the study of the four types of triads, intervals, keys, scales, cadences, seventh chords, four-part writing, and the harmonization of melodies. The procedure is from the standpoint of ear, eye and keyboard.

Harmony II 3 cr.

A continuation of Harmony I, it includes the addition of modal scales, key relationships, modulation, and altered chords. Chorale harmonization with emphasis on style is stressed.

Harmony III (Counterpoint) 2 cr.

Eighteenth century counterpoint, and harmonic counterpoint in two, three and four voices are studied. Analysis and creative use of acquired materials are stressed.

Harmony IV (Keyboard Harmony) 2 cr.

Harmonization at the keyboard of folk songs, school and community songs, transposition, and improvisation are included. The aim of the course is the acquisition of an ability to accompany group singing without recourse to printed music.

Harmony V (Musical Analysis) 2 cr.

The smaller units of structure, the song-forms, rondo, sonatina and the sonata-allegro forms, are analyzed from an harmonic, key and formal angle. Composition in the smaller forms is included.

Harmony VI 2 cr.

Musical setting of texts for solo voices and for choral groups; composition in various forms for solo instruments and instrumental ensembles are stressed.

Solfeggio I 2 cr.

This course is designed to give the student mastery of the printed music score so that he may interpret fluently, artistically, and accurately all commonly used music symbols, including tonal patterns, rhythmic notation marks of expression and interpretation. Emphasis is placed on training the eye to see and the memory to retain increasingly larger time and tone groups.

Solfeggio II 2 cr.

At the end of the second semester, the student should be able to read the material intended for Grades VI-VIII and should be able to carry successfully any part assigned in part singing at this level of difficulty.

Solfeggio III 2 cr.

Development of the ability to read at sight music containing difficult intervals and rhythms, chromatic harmonies and modulations, independ-

ent singing including quartet singing with particular attention to distinctness and naturalness of pronunciation is expected. Special stress is laid on artistic sight singing of words and music and the feeling for phrase and cadence.

Ear Training I 2 cr.

Taking up the study of tone and rhythm, students are required to gain power to recognize, visualize, sing, and write melodic phrases in all keys from dictation.

Ear Training II 2 cr.

This is a continuation of melodic dictation, giving special emphasis to the development of musical memory and to the ability to write comparatively difficult rhythms and melodic phrases after one hearing. Utilizing the simpler harmonic progressions encountered in Harmony I and II, chord dictation is begun.

Ear Training III 2 cr.

This training is devoted to the study of tone and rhythm as applied to harmony and melody writing; the singing, aural recognition, and writing of chords and intervals in major and minor keys; melodies in phrase and period form; visualization and memory drills.

Eurythmics I 1 cr.

A systematic development of musical perception, appreciation, and creative imagination, through varied rhythmic bodily responses is promoted. It endeavors to unify physiological, social, and musical factors through coordinated rhythmic activity.

Eurythmics II 1 cr.

In addition to being able to express increasingly difficult rhythms and forms, the student now learns through this course to direct others in the various activities, improvises on drum and piano, and organizes the work learned to fit in with the needs and capacities of children to be taught later.

MUSIC EDUCATION AND SUPERVISION OF STUDENT TEACHING

Place and Purpose of Education in the Social Order 3 cr.

This is an orientation course in Education which includes an analysis of factors involved in the educative process, the evolution of modern educational pedagogy from primitive peoples to our own times with particular reference to the contributions made by the fine arts, and the growth of the music-education movement in America.

Methods and Materials I (Grades 1, 2, 3) 3 cr.

A comprehensive and analytical study of the young child's singing voice, of important texts and materials, and of teaching methods suitable for the primary grades is made. Attention is given to the problems of the monotone; to materials and methods of vitalizing appreciation work; to choosing, memorizing, singing, and presenting rote songs; to methods

of presenting rhythm through singing games, interpretative movements, and rhythm band. Preparation of lesson plans, making of outlines, and observation of teaching are required.

Methods and Materials II (Grades 4, 5, 6) 3 cr.

The application of principles of education to the teaching of music in the fourth, fifth, and sixth grades is made in this course. Various procedures are considered, involving the relation and use of music with other subjects of activity programs. The work of each year is considered as well as the problems that confront the grade teacher and supervisor.

Methods and Materials III (Junior and Senior High School) 3 cr.

This study involves an analysis of the changing adolescent voice, its special problems; a survey of materials and methods for this area; the integration of music with other subjects; the problems involved in supervision and in organizing the music curriculum. Observation and an increasing amount of participation in teaching are required.

Elementary Conducting 2 cr.

Instruction acquaints the student with the art of conducting and provides the necessary baton technic for conducting. Simple songs and elementary instrumental materials are used in the study and practice of conducting, and an intensive study is made of the technics of orchestra and band instruments including transpositions.

Advanced Instrumental Conducting 3 cr.

Further instruction builds skill in baton technic; development of musicianship through interpretative analysis of representative works capable of being performed by senior-high school and college instrumental groups; study of individual instrument technics, phrasing, bowing, intonation, and ensemble. Prerequisite: Elementary Conducting.

Other important studies include: an elementary understanding of part writing for important school instrumental groups; the care and repair of instruments; an understanding of the complete instrumental program for grades one through twelve; and the presentation of various teaching procedures and materials. Prerequisite: Methods I and II and Elementary Conducting.

Advanced Choral Conducting 3 cr.

This course places special emphasis upon preparation for conducting glee clubs and choruses. It includes a survey of suitable materials; problems of organization and maintenance of groups; rehearsal technics; program building; conducting recitative and free rhythm; appearance and grouping of choirs; preparation for festivals and contests; technic of radio broadcasting; and a study of interpretation including development of tone quality, blend, balance, intonation, unanimity, and phrasing. Prerequisite: Elementary Conducting, and Methods III.

History and Appreciation of Music I 3 cr.

Great movements in musical developments are traced, with their political and social background. The course aims to extend the student's

familiarity with music literature, and to develop an understanding and appreciation of music as a vital factor in life. Units of instruction for high school are constructed.

History and Appreciation of Music II 3 cr.

Beginning with Beethoven and the development of the Romantic movement, this course deals with the great masters of the nineteenth century and with the development of such art forms as the art song, the piano solo, the symphonic poem, the latter nineteenth-century opera; and modern trends of the twentieth century.

Student Teaching and Conferences 12 cr.

All student teaching is done under the careful personal supervision of critic teachers. Further, all teaching is done with elementary grades or high school students.

ELECTIVES FOR MUSIC STUDENTS

Orchestration for School Bands and Orchestra 3 cr.

Rudiments of scoring for small and large ensembles are studied including transpositions; cross-cuing; scoring for strings; woodwinds, brasses; arranging and transcribing of songs, piano music; scoring of marches and dance forms. Prerequisites: Harmony I through IV.

Instrumental Methods and Materials 3 cr.

Surveys of the newest texts in the teaching of instrumental music are made; development of a course of study in instrumental music; tests and measurements in this field; the administration of an instrumental department studying scheduling of classes, financial responsibilities, and organization problems.

These courses are available for those music students who desire to broaden their musical preparation.

SUMMER SESSION COURSES IN MUSIC EDUCATION

Music Materials for the Elementary Grade School Teacher. A critical survey will be made of various present-day basic music reader series. The newer trends and materials will be compared to the pedagogy and materials of past years: a comparison of methods of teaching music as outlined in the various older and newer texts for schools; comparison of texts as to quality, quantity, and gradation of song material, comparisons of presentations of technical arrangements of music, and a study of the basic ways of using these texts. In addition a study will be made of the demands called for by present day curricula. Considerable attention will be given to the correlational aspects of music through the development of units of instruction (individual and committee assignments). 3 hours credit.

Orchestration (for School Bands and Orchestras). A study of the essential characteristics of each instrument of the symphony and symphonic band with particular emphasis upon the limitations of each in-

strument. Learning how to write and arrange music for each instrument; for small and large ensemble; transcriptions from piano, organ, and ensemble; and transcriptions also from vocal scores—and transposing problems. In addition, some attention will be given to the essential problems relative to the present development and organization of the large high school choral and instrumental organizations. 3 hours credit.

Private Instruction (Workshop) 3 cr.

Instrumental Methods and Materials. A survey of the music texts in the teaching of instrumental music is made; development of a course of study in instrumental music; tests and measurements in this field; the administration of an instrumental department in the study of scheduling of classes, financial responsibilities and organization problems, and the development of the marching band, concert band, dance band, school orchestra and string programs. 3 hours credit.

Appreciation of Music. See description on page 134.

REQUIRED COURSES IN OTHER FIELDS FOR MUSIC STUDENTS

Several courses in other departments are required for graduation in the Music Curriculum. Following is a list of these courses with the page number where description may be found:

	Page		Page
English I	55	Educational Measurements	50
English II	55	History of Civilization	84
Fundamentals of Speech	59	U. S. History Before 1865	87
American Literature	55	American Government	84
General Psychology	49	Health Education	68
Educational Psychology	49	Physical Science SD	80
		Appreciation of Art	95

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one extra-curricular activity one semester each year. Attendance at weekly convocation is required.

ELECTIVES IN OTHER FIELDS FOR MUSIC STUDENTS

Electives from any of the other college fields may be chosen by those students who establish a high record of achievement in their major field leading toward the completion of requirements for certification in these respective fields.

*CORE COURSE

Appreciation of Music 2 cr.

This course provides a general orientation in music from present to past and is required of all students except the Business Education Curriculum. Consequently it aims to enrich the student's cultural experience and understanding. The course begins with present day popular and folk music and goes back to early American music and the major European musical heritages. Through recordings and other means every possible direct contact with music is made. Special emphasis is given to the human values and its correlation with literature, history, and the arts.

REQUIRED COURSES IN MUSIC FOR ELEMENTARY EDUCATION STUDENTS

Preparatory Music. This non-credit course is provided for students in the Elementary Education Curriculum who have had limited or no instruction and experience in music in the elementary and secondary schools. The course deals with learning how to read music when singing, and the technical knowledge that accompanies such activity. Required of all students in the Elementary Curriculum whose background appears to be insufficient for them to enter Music I and Music II. Music Achievement tests will be given during the Freshman year to determine which students need this special aid.

Music I (Fundamentals) 2 cr.

This course is designed to equip graduates to teach music in the elementary schools. Assuming that no course can be taught without a knowledge of the subject, this course is devoted chiefly to the fundamentals of music reading and singing. The purposes of the course are to develop ability to read elementary grade songs in the nine major and relative minor keys, to secure an elementary knowledge of the piano keyboard, and to acquire understanding and correct use of the teacher's own voice and the child's voice and its development.

Music II (The Teaching of Music) 2 cr.

This course is a continuation of Music I with the addition of more methods by use of professionalized subject matter. Additional individual ability in song reading is attained and elementary part singing is introduced. In addition to the song singing program, present day philosophies of music education, lesson planning, and a general idea of the instrumental program in the grades are included. Prerequisite: Music I.

ELECTIVES IN MUSIC FOR NON-MUSIC STUDENTS

Any of the courses in the Music curriculum are available to students in other departments. There are no fees for the larger musical organizations, which are considered extra-curricular for non-music majors.

*Course required in the Elementary and Secondary Education Curricula.

COLLEGE ENROLMENT BY CURRICULA

1949-1950

	Male	Female	Total	Total by Curricula
Elementary Curriculum:				
1st year	16	119	135	
2nd year	9	72	81	
3rd year	2	43	45	
4th year	3	33	36	
			—	
				297
Secondary Curriculum:				
1st year	147	44	191	
2nd year	115	42	157	
3rd year	35	20	55	
4th year	81	24	105	
			—	
				508
Art Curriculum:				
1st year	20	33	53	
2nd year	12	17	29	
3rd year	7	4	11	
4th year	11	13	24	
			—	
				117
Business Curriculum:				
1st year	69	59	128	
2nd year	50	33	83	
3rd year	19	13	32	
4th year	46	26	72	
			—	
				315
Home Economics Curriculum:				
1st year	0	71	71	
2nd year	1	63	64	
3rd year	0	25	25	
4th year	1	31	32	
			—	
				192
Music Curriculum:				
1st year	46	45	91	
2nd year	39	31	70	
3rd year	12	15	27	
4th year	20	13	33	221
	—	—	—	—
Total	761	889	1650	1650

COLLEGE ENROLMENT BY COUNTIES

County	Total	County	Total
Adams	5	Juniata	1
Allegheny	290	Lackawanna	1
Armstrong	78	Lancaster	6
Beaver	57	Lawrence	18
Bedford	9	Lebanon	7
Berks	2	Lehigh	3
Blair	56	Luzerne	2
Butler	26	Lycoming	1
Cambria	187	McKean	11
Cameron	2	Mercer	17
Carbon	3	Mifflin	4
Center	6	Montgomery	1
Chester	3	Northampton	3
Clarion	14	Northumberland	1
Clearfield	46	Perry	1
Clinton	2	Philadelphia	1
Columbia	2	Schuylkill	2
Crawford	19	Somerset	62
Cumberland	4	Union	1
Dauphin	8	Venango	33
Delaware	5	Warren	10
Elk	19	Washington	33
Erie	23	Wayne	1
Fayette	49	Westmoreland	162
Franklin	1	York	10
Fulton	1		
Greene	5	Total Pa. Students	1639
Huntingdon	6	Out-of-State	11
Indiana	282		
Jefferson	37	Total	1650

1949-1950

College Enrolment-full-time students	1650
The Pennsylvania State College Freshmen—full-time students	15
Student Nurses—full-time students	23
Part-Time Students:	
Saturday Campus Classes	169
Ebensburg Extension Classes	12
Johnstown Extension Classes	30
Kittanning Extension Classes	56
Total College Enrolment	1955
Enrolment in Campus Laboratory School	386
Enrolment Summer Sessions 1949:	
First Session	660
Second Session	495

INDEX

A

Accounts, Delinquent 38
Accrediting Agencies 12
Activities, Student 23
Administrative Organization 4
Admission, Requirements for ... 29
Advanced Registration Deposits.. 38
Advanced Standing 31
Advisory System 21
Alumni 22
  Association 22
  Day 22
Annual Cooperative Art
  Exhibition 91
Art Awards 90
Art Department 90
  Admission 91
  Elective Courses 96
  Fees 91
  Required Courses 93
Art Exhibition, Annual
  Cooperative 91
Associations
  Alumni 22
  Student Cooperative 23
Awards (See Scholarships in Art) 92

B

Baggage 17
Bills, How to Pay 39
Biological Science Specialization.. 75
Board of Trustees 3
Boarding Students 17
Broadcasts 61, 128
Buildings 14
Bureau of Teacher Education
  and Certification 3
Business Education Department. 98
  Curriculum 102
  Explanation of 99
  Elective Courses 107, 108
  Fees 101
  Practical Experience
    Requirements 98
  Required Courses 103, 106, 108
  Standards 100

C

Cafeteria, Home Economics 109
Calendar 2
Campus 13
Campus Classes 28
Certificates
  Education for Safe Living 70
  Elementary—Temporary
    Standard 35
  Provisional College 35
  State Standard Limited 35
Certification, Requirements for... 35
  Art 90
  Business Education 98
  Education for Safe Living 70
  Elementary 42
  English 54
  Foreign Language 62
  Geography 64
  Home Economics 109
  Mathematics 72
  Music 118
  Science 76
  Social Studies 84
  Speech 58
Chemistry Specialization 75
Chest X-Rays 71
Class Organization 27
Clinics, Special 4
  Psycho-Educational Bureau ... 53
  Speech 60
Commencement 22
College, The 11
College Lodge 15, 74
Co-operating Schools,
  Supervisors in 10
Cooperative Art Exhibition,
  Annual 91
Cooperative Association,
  Student 23
Correspondence Work (See
  Advanced Standing)
Courses (See each division and de-
  partment for courses and re-
  quirements)
Cultural Life Committee 24
Curricula (See also each
  department) 12

D

Day Students 20
Degree Fee 38
Delinquent Accounts 38
Departmental Groups, Student
  Organizations 25
Departments,
  Education 49
  English and Speech 54
  Foreign Languages 62
  Geography 65
  Health and Physical
    Education 68
  Mathematics 72
  Science 75
  Social Studies 84
  Speech 58
Departments, Heads of 4
Departments, Special 89
  Art 90
  Business Education 98
  Home Economics 109
  Music 118
Deposits
  Advanced Registration 38
  Private 38
Directors of Divisions 4
Directors of Special
  Departments 4
Divisions, Directors of 4
  Elementary 41
  Secondary 41
Dormitory Life 18
Dramatics 61
Driver Education 70

E

Education, Courses in 49
  Driver 70
  General Safety 70
Educational Fraternities 27
Educational Sororities 27
Elective Courses
  Art 96
  Business Education 107, 108
  Elementary Education 44
  Home Economics
    In the Field 115
    Other Fields 117
  Music 133
  Secondary 47
Elementary Education,
  Division of 41
  Certification 42
  Curriculum 43

INDEX — (Continued)

Elective courses 44
Fees 42
Required courses 44, 49, 51
Elementary—Temporary
Standard Certificate 35
English and Speech, Courses in.. 54
Certification 54, 58
Enrolment
By counties 136
By curricula 135
Ensemble Singing 125
Entrance Tests 30
Extension Classes 28

F

Faculty 5
Fees: 36
Activity 37
Contingent (all curricula) 36
Out-of-state students 37
Regular session 36
Six-week summer session ... 36
Special Curricula 36
Housing 37
Late Registration 37
Special
Damage 38
Degree 38
Infirmary 38
Private Instruction in Music 37
Transcript 38
Summary of
Non-resident 40
Resident 40
Festivals 128
Fire Precautions 18
First Aid 69
Fraternities 27
Educational 27
Honorary 27
Inter-fraternity Council 27
Foreign Languages, Courses in .. 62
Certification 62
French, Course in 63
Certification 62
Freshman Dormitory 16

G

General Information 16
General Science 76
Geography, Courses in 64
Golf 71
Government (See Student Participation in College Administration)
Grade 32
Grades Reports 22
Graduates, Two- and three-year. 34
Graduation, Requirements for ... 34
Greenhouse, The 15
Guests 19
Charges 17
Gymnasium, David J. Waller .14, 71

H

Handbook 17
Heads of Departments 4
Health and Physical Education, Courses in 68
Health Requirements 30
History of the College 13
Home Economics Department ..109
Curriculum 111
Elective Courses 115, 117
Fees 110
Home Economics Cafeteria....109
Home Management Houses ...109
Home and Employment Experience 109
Nursery School 109
Placement 110
Required Courses 112, 116
Home Management Houses 109
Home and Employment Experiences 109
Honorary Fraternities 27

I

Individual Instruction in Music..122
Infirmary 18
Fee 18, 38
Inter-fraternity Council 27
Intra-mural sports 70

J

John A. H. Keith School, The.... 15
Junior Standing 32

K

Keith School, John A. H. 15

L

Laboratory School (See John A. H. Keith School)
Laundry 18
Library, Wilson Hall 14
Hours 17
Life Saving and Swimming, Red Cross 70
Loan Fund 21
Location of College 13

M

Mathematics, Courses in 72
Certification 72
Men Student League 24
Men's Varsity "I" Loan Fund 21
Music Education Department ...118
Admission, Requirements for ..118
Broadcasts 128
Curriculum 121
Elective Courses 132, 133
Ensemble 125
Examination Committee 124
Extra-Curricular Activities ...128
Fees 119
Festivals 128
Individual Instruction 122
National Music Week 128
Recording Equipment 124
Required Courses 122, 133
Sequence in Applied Music 127
Student Teaching 119
Summer Session Courses 132
Symposium in Music Education 128

N

New Students 16
Non-Resident Student League ... 24
Nursery School 109

O

Office Hours 17
Organizations, Student 23

INDEX — (Continued)

Class 27
Departmental Groups 25
Fraternities 27
Home Economics 110
Music 128
Professional 25
Religious 24
Sororities 27
Student Participation in College Administration 23
Varsity Clubs 71

P

Pay Bills, How to 39
Payment, Time of 39
Personal Interview 31
Physics Specialization 76
Placement Service 23
Professional Organizations 26
Private Accounts 38
Provisional College Certificate .. 35
Psychology (See under Education) 51-53
Psycho-Educational Bureau 53

Q

Quality Points 32

R

Recitals 128
Repayments 39
Registration Days 17
Registration Deposit, Advance... 38
Religious Life Committee 24
Religious Organizations 24
Requirements, Practical Experience 98
Requirements 29
Admission 29
General Scholarship 29
Health 30
Personal Interview 31
Personality 30
Advanced Standing 31
Certification 35
Graduation 34
Junior Standing 32
Scholastic 32
Student Teaching 33
Required Courses
Art 93
Business Education ..103, 106, 108
Elementary Education 44
Home Economics 112, 116
Music 122, 133
Secondary 47
Resident Women's League 24
Reserve Officers' Training Corps 20
Room Assignments 16, 18

S

Safe Living, Education for, Certification in 70
Safety, General, Education 70
Saturday Campus Classes 28
Scholarships 20
Scholastic Requirements 32
Science, Course in 75
Certification 76
Secondary Certification 45
Secondary Education, Division of 41
Curriculum 46
Elective Courses 47
Fees 45
Required Courses 47, 49, 51
Social Studies, Courses in 84
Certification 84
Sororities, Educational 27
Spanish, Courses in 62
Certification 62
Special Departments 89
Directors of 4
Speech, Courses in 58
Certification 58
Speech Clinic 60
Sports 70
State Council of Education 3
State Scholarships 20
State Standard Limited Certificate 35
Student Cooperative Association. 23
Student Council 23
Student Organizations 23
Departmental Groups 25
Student Participation in College Administration 23
Student Supplies 16
Student Teaching, Eligibility for. 33
In Business Education 98
In Home Economics 110
In Music 119
Summer Sessions 28
In Music 132
Supervising Teachers in Co-operating Schools 10
Supplies, Student 16
Swimming, Red Cross 70
Symposium in Music Education..128

T

Tennis Courts 71
Transcript Fee 38
Transfer of Credit 31
Transportation Facilities 13
Trustees, Board of 3
Two-Year and Three-Year Graduates 34

U

Upperclass Room Assignments.. 18

V

Vacation Charges 17
Varsity Athletics 70
Varsity Clubs 71
Visits Home 20

W

Week-end Permission 19
Wilson Hall Library 14

X

X-Rays, Chest 71

Y

Y.M.C.A. 24
Y.W.C.A. 24